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TEACHING READING IN THE ELEMENTARY SHCOOL--PHONIC AND OTHER WORD PERCEPTION SKILLS.
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A GUIDE FOR TEACHING PHONIC AND STRUCTURAL ANALYSIS AND OTHER WORD PERCEPTION SKILLS AT THE PRIMER LEVEL THROUGH GRADE 6 PROVIDES DEFINITIONS, EXAMPLES, AND SUGGESTIONS FOR THE TEACHER. INFORMATION IS PRESENTED WITHIN SIX CATEGORIES--(1) THE TOTAL READING PROGRAM, EMPHASIZING WORD PERCEPTION SKILLS AND TECHNIQUES, LANGUAGE UNDERSTANDINGS, READINESS, BASIC VOCABULARY, THE TEACHER'S ROLE, AND A BALANCED PROGRAM, (2) PHONIC AND STRUCTURAL ANALYSIS, INCLUDING DEFINITIONS OF RELATED TERMS, (3) SUGGESTED SEQUENTIAL DEVELOPMENT OF PHONIC AND STRUCTURAL ANALYSIS IN CHART FORM, (4) SUGGESTED SEQUENTIAL DEVELOPMENT OF WORD RECOGNITION SKILLS AND GENERALIZATIONS WITH EMPHASIS ON LEVEL OF INTRODUCTION, (5) SUGGESTIONS FOR INTRODUCING LEARNING EXPERIENCES AND ADDITIONAL ACTIVITIES FOR RHYMING WORDS, INITIAL CONSONANTS, FINAL CONSONANTS, CONSONANT DIGRAPHS AND BLENDS, LONG VOWEL SOUNDS, VOWEL DIGRAPHS AND VARIANT SOUNDS, AND WORD STRUCTURE, AND (6) CHECK SHEETS FOR EVALUATION OF PUPIL PROGRESS FROM PRIMER LEVEL THROUGH GRADE 6 LEVEL. (LS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# TEACHING READING

## IN THE ELEMENTARY SCHOOL

# PHONIC AND OTHER WORD PERCEPTION SKILLS

LOS ANGELES CITY SCHOOLS
Division of Instructional Services
Curriculum Branch
Instructional Bulletin No. EC-110
1966

RE 000 127

# TEACHING READING IN THE ELEMENTARY SCHOOL:
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Los Angeles City Schools
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1966

# FOREWORD

Teaching Reading in the Elementary School: Phonic and Other Word Perception Skills is a revision of the Instructional Guide: Phonics and Other Word Perception Skills (Experimental, 1962). The purpose of the bulletin is to provide information which will assist in teaching word perception skills, particularly phonic and structural analysis. The revision does not indicate a change in policy by the Los Angeles City Schools, since phonic and structural analysis has long been an essential element of the instructional program.

As a basic source of information, this bulletin will help to strengthen the development of word perception skills through clarification, definition, examples, and suggestions. Used in conjunction with the Course of Study for Elementary Schools (Publication No. 375, 1964 Revision), and the teachers' editions of the reading textbooks, the publication will contribute directly to the achievement of this purpose.

The content is adaptable to various approaches to the teaching of reading and to whatever reading materials and books are utilized. Study of the instructional bulletin will provide teachers with a knowledge of the general framework for the development of word perception skills, a suggested sequence for their development, and suggested instructional procedures. Adaptations will be necessary, however, in terms of pupil needs and abilities.

A supplement to this publication, Phonic and Structural Analysis Skills for Development With the Allyn and Bacon and the Ginn Reader Series (Instructional Bulletin No. EC-86, 1965), has been prepared to show the sequential development of phonic and structural analysis skills and related generalizations for each of the currently adopted co-basal series of readers. The supplement indicates the reader level at which specific phonic and structural analysis skills are introduced and initially developed in a particular reader series. Such information will help to guide teachers as they use basal readers in developing the independent use of various word perception skills. Other possible uses are discussed in the introduction to the supplement.

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# I. THE TOTAL READING PROGRAM

## VARIOUS READING SKILLS ARE DEVELOPED IN THE TOTAL READING PROGRAM

Reading is taught in the elementary school as a basic subject. Instruction is offered during a specific period to develop various reading skills and, in addition, in conjunction with the study of other subjects. The main areas of reading skills, as set forth in the Course of Study for Elementary Schools, include comprehension skills, word perception techniques, vocabulary development, reference skills, organizational skills, effective reading in various subject areas, recreational reading, and appreciation of literature as a fine art. A variety of reading activities, well planned and conducted under the direction of the teacher, will enable pupils to grow in each of these important skills. Reading instruction is conducted in conjunction with other subjects as teachers and children recognize the need for special skills, such as in social studies, mathematics, or music. Children apply and develop reading skills in the study of all subjects.

## WORD PERCEPTION TECHNIQUES, INCLUDING PHONIC AND STRUCTURAL ANALYSIS, ARE DEVELOPED AS AN INTEGRAL PART OF THE READING PROGRAM, RATHER THAN AS SEPARATE SUBJECTS

The primary purpose of reading is to derive meaning as a part of the process of communication. Word perception techniques contribute to the achievement of this purpose. They encompass more than only the ability to "sound out" or correctly pronounce words. There is evidence that word perception skills can be learned more effectively when they are developed in relation to reading which is meaningful and has a purpose for the pupils. Phonic and structural analysis and other word perception skills are developed most effectively when they are taught as an integral part of the reading program, rather than as separate subjects.

## LANGUAGE UNDERSTANDINGS DEVELOPED BEFORE ENTERING SCHOOL AND THROUGH EARLY EXPERIENCES IN SCHOOL PROVIDE AN IMPORTANT FOUNDATION FOR BEGINNING READING

The years prior to the child's entering school are important in the development of language understandings. As the child interacts with his environment, he has an opportunity to develop oral skills. The quality and extent of this experience is important in developing readiness. Many kinds of activities during early school experiences also contribute to further development of language understandings. They are of great value in preparing the child to participate in beginning reading.

## THE KINDERGARTEN PROGRAM PROVIDES OPPORTUNITIES WHICH PREPARE FOR BEGINNING READING

In Kindergarten, the teacher prepares children for reading by helping them to extend and refine their vocabularies. The teacher provides planned listening activities in meaningful situations which will assist in developing children's auditory perception and discrimination.

Opportunities to develop pupils' speaking vocabularies are provided through oral English activities. These stimulate and improve the quality of thought processes. The teacher helps children develop a love of books and a desire to read through activities which involve listening and reacting to stories, rhymes, and poetry and by permitting pupils to dictate accounts of their own experiences. Children also are led to discover that books can be used to help in solving problems.

## READINESS FOR READING CAN BE DEVELOPED THROUGH THE USE OF A VARIETY OF MATERIALS AND TECHNIQUES

The knowledge, attitudes, and skills for "reading readiness" may be developed in various ways, such as through the basal reader approach, a language-experience approach, or an individualized approach. Many readiness materials and activities are applicable to various approaches. No single activity or instructional material can develop readiness; rather, the extensive use of many kinds of materials and activities appears to be of maximum value. Wide reading of stories, rhymes, and poetry to children can make a major contribution to the development of reading readiness, especially when pupils are permitted to respond and participate in activities related to ideas and words. Learning in other areas, such as music, art, social studies, mathematics, and Spanish, also may contribute to total language growth and thereby to readiness for reading.

## LEARNING TO RECOGNIZE A LIMITED NUMBER OF WORDS BY SIGHT ENABLES CHILDREN TO BEGIN TO READ WITH MEANING AND PROVIDES A BASIC VOCABULARY FOR USE IN APPLYING WORD PERCEPTION SKILLS IN RECOGNIZING NEW WORDS

When children have developed some facility in oral language skills, they may be introduced to the abstract printed symbols which are used in place of spoken language. Teachers can provide experiences which develop a basic sight vocabulary through the use of labels, signs, charts, basal readers, library books, and other written or printed materials. The development of a basic sight vocabulary in the initial stage of reading, along with the preliminary development of phonic skills, enables children to perceive "whole words" in logical combinations. The meanings of words rather than the analysis of their parts is emphasized. When children have developed a limited sight vocabulary, known words may be used to assist in teaching the use of various word perception techniques in recognizing new words.

## VARIOUS WORD PERCEPTION TECHNIQUES ARE DEVELOPED TO ASSIST CHILDREN IN RECOGNIZING NEW WORDS

Word perception techniques which help the reader to identify written words include picture clues, context clues, configuration clues, phonic analysis, structural analysis, and dictionary skills. The use of a combination of word perception techniques is more effective than attempting to rely on any single technique.

Although phonic skills are important, children employ many other techniques in recognizing words: the shape of a word, pictures in a story, structural analysis, the context in which a word is used, and the dictionary.

The following terms are defined in relation to the purposes of this publication:

Picture clues: The use of pictures as aids to word perception. By relating the picture in the story to the context being read, children may discover clues which aid in the recognition of words which are not fully known. Care must be exercised so that children do not rely on picture clues alone.

Context clues: The use of content for clues to the meanings and pronunciations of words. The meaning of a new word may be determined by the sentence in which it is used. Its pronunciation may be determined from the relationship of the word to other words in the sentence. The past tense of "read," for example, may be understood only by the meaning of the sentence.

Configuration clues: The similarities and differences between the general forms of words. Children are taught to scrutinize words for such identifying features as their general appearance, length, height, and vertical, or up-and-down, characteristics.

Phonic analysis: The analysis of the sound elements of words and the study of ways to combine sounds of parts of words in recognizing unknown or unfamiliar words. This process has often been referred to as phonetic analysis. However, the distinction between the terms phonetics (the science of speech sounds) and phonics (the use of phonetics as applied to the teaching of reading) and the increased use of the adjective phonic in the literature, would suggest that the term phonic analysis is more appropriate to describe the process. Children begin with perception of and discrimination between common sounds, rhyming endings, and initial consonant sounds in words. They next move toward the use of phonic elements of increasing complexity.

Structural analysis: Analysis of the structural parts or form of a word. It includes the recognition of suffixes, prefixes, roots, inflectional forms, contractions, possessives, compounds, syllables, and accent or stress.

Dictionary skills: The use of a glossary or dictionary to assist in determining the pronunciations and meanings of words. When a child encounters a word which he does not recognize, he may use a dictionary to find the correct pronunciation and to select the meaning which is applicable to the context.

As children understand and use the various word perception techniques, they gradually learn to use the one technique, or a combination of two or more techniques, that is most useful in a particular reading situation. When children use a variety of techniques, they are much more likely to recognize unfamiliar words than if they attempted to rely on any single approach.

## PHONIC SKILLS CONSTITUTE AN IMPORTANT PART OF THE TOTAL READING PROGRAM

It has been generally accepted that reading with comprehension is best accomplished when words are recognized as wholes and read in phrases. However, when a new or unfamiliar word is encountered, the child must use the various word perception techniques in which he may be skilled. The development of skill in phonic analysis is valuable in learning words which otherwise might not be recognized. As an example, a new or unfamiliar word may be attacked by blending the beginning consonant sound or sounds with the rest of the word or syllable. This syllable may contain a known phonogram or may rhyme with a known phonogram. For instance, if the word "trip" is a new word, the use of phonic analysis will enable a child to blend the "tr" sound, as in the known word "train," with the rhyming part of the known word "ship." By blending the sounds, he is able to pronounce the new word. Other word perception techniques may then be used to check the correctness of the word derived through phonic analysis. Using the new word in the context of the sentence or comparing its meaning with an idea suggested by a picture may assist the child in recognizing an unknown word. Phonic analysis alone will not enable him to solve all problems of word recognition. Phonic skills should be used in combination with a number of other word perception techniques. Excessive emphasis on phonic skills without the concurrent development of other reading skills may cause pupils to develop the habit of "sounding out" the phonic elements in all words, although they might be perceived more rapidly through the application of various other skills.

## WORD PERCEPTION SKILLS ARE TAUGHT IN THE DAILY READING PROGRAM IN RELATION TO THE NEEDS OF A PARTICULAR GROUP OF CHILDREN

An analysis of pupil ability to use word perception skills in attacking new words will enable the teacher to plan for the development of needed skills. Systematic instruction in specific skills in a planned program of sequential development of important skills and generalizations is most likely to help the children apply the skills successfully. Most reading lessons will include the development, review, and application of appropriate word perception techniques. It is important that teachers be familiar with the various skills which are generally introduced at the reader levels being used in a particular class and with those already introduced but which are in need of review, or continued development. When certain skills have been adequately mastered, further practice may not be nearly so helpful as work on more advanced skills. Conversely, children who are having difficulty in understanding or applying certain word perception skills are likely to benefit from a review which may have been introduced earlier. Appropriate word perception skills may be developed with individual pupils, with a reading group, and, upon occasion, with the entire class.

## THE TEACHER HAS THE MAJOR RESPONSIBILITY FOR DEVELOPING WORD PERCEPTION SKILLS

The teacher has the responsibility of assisting the child to develop word perception skills which will help him to become an independent reader. This is accomplished most effectively when the child is led to discover generalizations through repeated experiences and practice under teacher guidance and direction. By planning for the development of word recognition skills as an integral part of the reading program, the teacher can effectively assist each child in learning the use of these skills.

## A BALANCED READING PROGRAM WILL ENABLE CHILDREN TO READ EASILY, INDEPENDENTLY, COMPETENTLY, AND WITH ENJOYMENT

A detailed development of phonic and structural analysis skills is an important element of the total reading program. However, there should not be undue emphasis upon word perception skills. These skills should continue to be developed as important parts of a balanced reading program. Each reading skill is developed to enable children to read easily, independently, competently, and with enjoyment.

# II. PHONIC AND STRUCTURAL ANALYSIS

## PHONIC AND STRUCTURAL ANALYSIS SKILLS SHOULD BE DEVELOPED THROUGH A PLANNED SEQUENTIAL PROGRAM

Teaching phonic and structural analysis should be neither incidental nor accidental. The success of children in using word perception techniques depends largely upon their systematic development under the direction of the teacher. Pupils must develop certain fundamental skills so that they can apply them with facility before the teacher introduces more complex skills.

## CHILDREN MUST BE ABLE TO PERCEIVE AND DISCRIMINATE BETWEEN SPECIFIC SPEECH SOUNDS BEFORE THEY CAN USE PHONIC ANALYSIS IN RECOGNIZING UNFAMILIAR WORDS

Systematic instruction in phonic analysis begins with the perception and discrimination of sound elements. Children must be able to discriminate between similar speech sounds before they attempt to learn and use the applicable phonic generalizations. Children also must develop the ability to discriminate visually between letter symbols. Sound elements should be perceived as parts of words so that they are not distorted as they would be if an attempt were made to produce them in isolation. For example, perception of the sound of the initial consonant "b" is developed through pronouncing it as an integrated part of words such as ball, bed, boy, and bat, rather than by attempting to give the sound of the letter by itself (as "buh").

## TEACHERS AT ALL GRADE LEVELS SHOULD BE FAMILIAR WITH THE DEVELOPMENT OF PHONIC AND STRUCTURAL ANALYSIS SKILLS AND GENERALIZATIONS

Although certain phonic or structural analysis skills are usually introduced at a particular reader level, teachers concerned with other levels find it necessary to review and increase the development of some of these skills. Therefore, it is important that all elementary school teachers be familiar with the sequential development of essential phonic and structural analysis skills and generalizations.

## THE EMPHASIS ON PHONIC AND STRUCTURAL ANALYSIS SHOULD BE PLACED ON THE APPLICATION OF SKILLS AND GENERALIZATIONS IN READING MEANINGFUL MATERIAL

Being able to state a rule or generalization does not assure that it will have functional value. Children should be led to discover generalizations which apply to words being studied in relation to meaningful reading material. Additional examples of words from out of context may be supplied by the teacher or suggested by children. These can illustrate the application of a generalization which is being developed and will assist pupils in recognizing an unfamiliar word.

Emphasis on the application of word recognition skills and generalizations to the comprehension of written material will help to develop the habit of "reading for meaning." Although the ability to sound out difficult words is necessary, overemphasis on sounding out words may lead to inefficient reading. The skill should be applied as needed, but the development of this skill should not be permitted to minimize comprehension.

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## AN AWARENESS OF THE PHONIC AND STRUCTURAL ANALYSIS SKILLS POSSESSED BY EACH PUPIL IS ESSENTIAL FOR THE EFFECTIVE TEACHING OF THESE SKILLS

The teacher can determine which phonic and structural analysis skills need to be developed through informal analysis of skills during the reading lesson, review of related follow-up activities, and use of the check sheets in Part VI. It is equally important to know which skills have been adequately mastered to avoid unnecessary practice. Skills which need to be developed should be taught regardless of the reader level at which they usually are introduced.

## DEFINITIONS OF TERMS REGARDING PHONIC AND STRUCTURAL ANALYSIS ARE PRESENTED AS THEY RELATE TO THE PURPOSES OF THIS GUIDE

The following terms regarding phonic and structural analysis have been defined in relation to reading instruction. Teachers should be familiar with these words. Certain terms will be used by pupils as they develop particular skills and generalizations, but the emphasis should be on learning to apply concepts involved in recognizing unfamiliar words, rather than on definitions or memorization. The appropriate reader levels are designated in Part III.

### Definitions of Terms Related to Phonic Analysis

Phonogram: A letter or a group of letters used to represent a speech sound; it is often a vowel with one or more consonants, as ake in the word cake. The importance of phonograms is in recognizing that groups of common sound elements can be combined with different consonants, consonant digraphs, and consonant blends to produce new words through substituting consonants. Using rhymes helps children in recognizing phonic elements. In words such as "make," "bake," and "cake," or "light," "bright," and "tight," a common phonogram with different initial consonants is evident. The technique does not include, however, finding little words in big words. This practice often results in identifying words which do not have the same pronunciation when they appear within a larger word, as finding and in bandanna (ban dan na). Phonograms are common word elements which may be identified as a part of a new or unfamiliar word.

Consonant: A speech sound produced when the outgoing breath is squeezed or stopped somewhere between the throat and the lips in the making of sounds represented by letters other than a, e, i, o, and u. Consonants are taught through use of words. They are never isolated or distorted by the addition of "-uh." An initial consonant is the beginning consonant of a word or syllable; a final consonant is the end consonant in a word or syllable.

Consonant Digraph: Two consonants which together produce a special sound, as ch in "chair"; sometimes, two consonants which together produce a single sound, as ck in stick.

Consonant Blend: Two or three consonants the sounds of which join together without losing the sound of each one. The letters bl form a consonant blend in words such as black, blue, and block.

Consonant Variant: A variation of the ordinary sound of any consonant, including a silent consonant, such as the soft sound of c, as in city and cent and the silent b, as in lamb and climb.

Vowel: A speech sound produced when the outgoing breath meets less obstruction in the mouth than in the case of consonants; any of the letters a, e, i, o, u, and sometimes y, that stand for such sounds.

> Short Vowels: The sounds of the vowels a, e, i, o, and u, as in the words hat, pet, hill, pop, and but. The pronunciation of short vowels may be indicated as "plain," such as hat, or with the breve, such as pĕt.
>
> Long Vowels: The sounds of the vowels a, e, i, o, and u, such as in the words game, me, time, pole, and use. The pronunciation of long vowels is shown with a "bar," also called a "macron," such as in gāme, bē. Some dictionaries show the long u as ü or yü.
>
> Vowel Variants: Various sounds of vowels other than the long or the short sounds, including the sounds of vowels when followed by "r," such as er in her and paper and al in walk and always.

Vowel Digraph: Two vowels together which represent one sound. Often the first vowel is long and the second is silent, but there also are other situations. The letters ai form a vowel digraph in such words as tail, afraid, and pail.

Diphthong: Two adjacent vowels that blend together with each vowel contributing to the sound heard. The letters ou form a diphthong in such words as mouth, ground, and out.

Diacritical Marks: Special symbols, usually placed above a letter to indicate the pronunciation. Recently, there has been a trend toward the simplification of diacritical marks. Two of the most widely used elementary dictionaries now show short vowels as "plain," or without any diacritical mark. The long vowel mark is now called "bar" in the current editions of one of the most frequently used dictionaries. Most recent dictionaries use the schwa ( ə ) to indicate a sound any vowel may have in an unaccented syllable.

Children should become familiar with the use of diacritical marks, beginning in the fourth grade and at the fourth reader level. At this level, textbooks have glossaries which contain diacritical marks. There are classroom dictionaries available in sufficient quantities for use by a number of pupils at the same time. Emphasis should be placed upon learning those diacritical marks which are likely to be of widest use. Where practicable, there should be emphasis upon the understanding and application of the more recent simplified systems of diacritical markings as presented in this guide.

## Definitions of Terms Related to Structural Analysis

*Inflectional Forms*: Words which have changed form to indicate a change in meaning.

*Plurals*: Word forms used to show more than one person or thing, such as adding *s* or *es*.

*Verb Endings*: Letters added to verb forms to change the meaning, such as adding *s*, *ed*, or *ing*.

*Comparison*: Changes in the form of adjectives to indicate different levels of quality or quantity, such as adding endings *er* or *est*.

*Use of the Apostrophe*:

*Possessives*: Word forms which show ownership or possession, such as *boy's*.

*Contractions*: Shortened forms of words, such as shortening of *can not* to *can't*.

*Compounds*: Whole words which are combined without changing their forms into a single word or a hyphenated word, such as *birthday* and *front-wheel*.

*Suffix*: A part added at the end of a word to change its meaning, such as *ful* in the words *helpful* and *careful*.

*Prefix*: A part added to the beginning of a word to change its meaning, such as *re* in the words *rewrite* and *return*.

*Root Word*: The word stem from which other words may be made by the addition of prefixes and suffixes, such as *help* in the word *helpless*.

*Syllabication*: The act or method of dividing words into syllables. Discovering how to find the number of syllables in words may be developed by pronouncing a word and feeling the rhythm or beats through the voice, by finger tapping, or hand clapping. The child may also discover the generalization that the number of vowels (counting double vowels or vowel digraphs as one vowel) usually represents the number of syllables. Syllabication constitutes one of the most important elements in structural analysis.

Syllable: A word or part of a word pronounced as a unit that usually consists of a vowel alone or a vowel with one or more consonants. Certain consonant sounds may be used as a vowel sound in syllables, such as the l in bottle, or the n in hidden.

Closed Syllable: A syllable that ends with a consonant; the vowel in a closed syllable is usually short, as in num ber, and pen cil.

Open Syllable: A syllable that ends with a vowel; the vowel in an open syllable is usually long, as in pa per, and mo ment.

Accentuation: The act of stressing or emphasizing certain syllables in words when they are pronounced.

Accent: Increased force or emphasis given to a syllable of a word in speaking.

Accent Mark: A mark used in writing to show the place of increased force or emphasis in a word when it is pronounced.

Stress: Accent, as given to any speech sound, syllable, or word.

# III. SUGGESTED SEQUENTIAL DEVELOPMENT OF PHONIC AND STRUCTURAL ANALYSIS

The specific skills and generalizations cited in the two charts on phonic and structural analysis are suggested for introduction and development at a certain reader level which may differ from the grade level of the pupils concerned. Skills introduced at a particular reader level should receive considerable development at that level, but they will usually need to be extended and reinforced at subsequent levels. The term "awareness" has been used in the charts to indicate an incomplete development of a skill or generalization at certain reader levels, while terms such as "perception," "recognition," and "understanding" have been used to indicate a more complete development.

The "Chart of Suggested Sequential Development of Phonic Analysis," which begins on the next page, summarizes the systematic introduction and development of the following elements: preliminary auditory and visual discrimination; rhyming endings and phonograms; initial and final consonants; consonant digraphs and blends; consonant variants; short and long vowels; vowel digraphs; diphthongs; vowel variants; and diacritical marks and phonetic respelling.

The "Chart of Suggested Sequential Development of Structural Analysis," which begins on p. 18, summarizes the introduction and development of skills and generalizations which relate to inflectional forms; and the use of the apostrophe, compound words, suffixes, prefixes, syllabication, and accentuation.

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# CHART OF SUGGESTED SEQUENTIAL DEVELOPMENT OF PHONIC ANALYSIS

| READING LEVEL | PRELIMINARY AUDITORY AND VISUAL DISCRIMINATION<br>See page 22 | RHYMING ENDINGS AND PHONOGRAMS<br>See pages 7, 23-24, 64-67 | INITIAL CONSONANTS<br>See pages 7, 25-26, 68-75 |
|---|---|---|---|
| Readiness Level | Auditory perception of common sounds; qualities of sounds<br>Visual discrimination of qualities of objects and pictures; selected letter and word forms | Awareness of the term rhyme<br>Auditory awareness of rhyming endings | Auditory awareness of b, c, d, f, h, l, m, r, s, t |
| Pre-Primer Level | Visual discrimination of selected capital and small-letter forms of letters; selected word forms<br>Matching words; matching short sentences | Auditory perception of rhyming endings | Auditory discrimination of b, c, d, f, g, h, l, m, p, r, s, t, w |
| Primer Level | Visual perception of identical word forms<br>Visual discrimination of capital and small-letter forms of letters in the alphabet | Auditory-visual perception of rhyming endings | Auditory discrimination of y<br>Auditory-visual discrimination of b, c, d, f, g, h, j, l, m, n, p, r, s, t, w |
| First Reader Level | Review and extension of previous skills | Understanding of the term rhyme<br>Substituting or affixing of initial consonants or consonant blends with the same phonogram | Auditory-visual discrimination of k, v, y, z<br>Affixing or substituting of initial consonants with the same phonogram |
| Second Reader Level 1 | Review and extension of previous skills | Substituting of final consonants with the same phonogram | Auditory awareness of soft c, soft g<br>Awareness of term consonant |
| Second Reader Level 2 | Review and extension of previous skills | Review and extension of previous skills | Auditory-visual discrimination of soft c, soft g<br>Understanding of the term consonant |
| Third Reader Level 1 | | Understanding of the term phonogram | Forming of generalizations about soft c, soft g |
| Third Reader Level 2 | | Recognizing of phonograms in polysyllabic words | Review and extension of previous skills |
| Fourth Reader Level | | Review and extension of previous skills | Review and extension of previous skills |
| Fifth Reader Level | | Review and extension of previous skills | Review and extension of previous skills |
| Sixth Reader Level | | Review and extension of previous skills | Review and extension of previous skills |

# CHART OF SUGGESTED SEQUENTIAL DEVELOPMENT OF PHONIC ANALYSIS

| FINAL CONSONANTS<br>See pages 7, 27, 76-79 | CONSONANT DIGRAPHS<br>See pages 8, 28, 80-83 | CONSONANT BLENDS<br>See pages 8, 29-30, 84-87 |
|---|---|---|
| | | |
| Auditory perception of k, p, t | | |
| Auditory perception of m, n<br>Auditory-visual perception of d, k, p, t | Auditory-visual perception of ch, th, wh | |
| Auditory-visual perception of l, m, n, r, s (soft s), s (z sound) | Recognition of the special sound of certain letter combinations<br>Auditory-visual perception of sh | Auditory and auditory-visual perception of initial bl, br, dr, fl, fr, gr, pl, st, tr<br>Substituting or affixing of initial consonant blends with the same phonogram |
| Auditory-visual perception of x, cks, ll, ss<br>Recognition that final double consonants make only one sound<br>Substituting of final consonants | Auditory-visual perception of ck, ng, voiceless th | Awareness of term consonant blend<br>Auditory-visual perception of initial cl, cr, pr, sl, sn; final and medial nk<br>Auditory-visual perception that consonant blends appear in different positions |
| Review and extension of previous skills | Auditory-visual discrimination between voiced th and voiceless th<br>Recognition that consonant digraphs may appear in different positions | Use of the term consonant blend<br>Mental blending of initial consonant blends and phonograms<br>Auditory-visual perception of initial gl, qu, sc, sp, sw, spr, squ, str, thr |
| Review and extension of previous skills | Review and extension of previous skills | Auditory-visual perception of initial sm, tw |
| Recognition of l, n, r in final unstressed syllables | Review and extension of previous skills | Review and extension of previous skills |
| Review and extension of previous skills | Auditory-visual perception of variant sounds of ch, ph | Review and extension of previous skills |
| Review and extension of previous skills | Review and extension of previous skills | Review and extension of previous skills |
| Review and extension of previous skills | Review and extension of previous skills | Review and extension of previous skills |

## CHART OF SUGGESTED SEQUENTIAL DEVELOPMENT OF PHONIC ANALYSIS

| READING LEVEL | CONSONALT VARIANTS<br>See pages 8, 31-32 | SHORT VOWELS (Single)<br>See pages 8, 33 | LONG VOWELS (Single)<br>See pages 8, 34, 88-91 |
|---|---|---|---|
| Readiness Level | | | |
| Pre-Primer Level | | | |
| Primer Level | | | |
| First Reader Level | | | |
| Second Reader Level 1 | Auditory awareness of soft c, soft g | Auditory-visual perception of short a, e, i, o, u | Auditory-visual perception of long a, e, i, o |
| Second Reader Level 2 | Auditory-visual perception of soft c, soft g; silent k in kn; silent c in ck. Recognition that qu usually has sound of kw | Substitution of short medial vowels; single medial vowel usually short; necessity that all words contain a vowel | Auditory-visual perception of long u. Influence of final silent e<br>Long e (or short i) sound of y<br>Awareness of long i sound of final y |
| Third Reader Level 1 | Forming of generalizations about soft c, soft g<br>Auditory-visual perception of silent gh, silent w in wr, silent t, silent b in mb, silent l | Generalizations for short vowels: final consonant; vowel between two consonants; one vowel in syllable; vowel before double consonants | Vowel in open syllable usually long<br>When followed by gh, i usually long<br>Recognition of long i sound of final y |
| Third Reader Level 2 | Auditory-visual discrimination of voiced s and voiceless s<br>Auditory-visual perception of silent g in gn | Review and extension of previous skills | Review and extension of previous skills |
| Fourth Reader Level | Auditory-visual discrimination of different sounds of gh<br>Auditory-visual perception of the sounds of ph as f, dge as j, silent c in sc, variant sounds of ch | Understanding that vowel in medial position in syllable is usually short | Review and extension of previous skills |
| Fifth Reader Level | Recognition that qu may have the k sound<br>Silent letter in double consonants<br>Auditory-visual perception of tu | Review and extension of previous skills | Review and extension of previous skills |
| Sixth Reader Level | Auditory-visual perception of sh sound of c, silent n in mn | Review and extension of previous skills | Review and extension of previous skills |

## CHART OF SUGGESTED SEQUENTIAL DEVELOPMENT OF PHONIC ANALYSIS

| VOWEL DIGRAPHS<br>See pages 8, 35-36, 92-99 | DIPHTHONGS<br>See pages 8, 37 | VOWEL VARIANTS<br>See pages 8, 38-39 | DIACRITICAL MARKS AND PHONETIC RESPELLING<br>See pages 8, 40-42 |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| Understanding that where two vowels come together, usually first is long, second silent<br>Auditory-visual perception of vowel digraphs and double vowels with long vowel sound for ai, ay, ea, oa, ee, oo | Auditory-visual perception of ou | Understanding that where two vowels come together, often second vowel is silent | |
| Auditory-visual discrimination of long oo and short oo<br>Awareness of ea as short e | Auditory-visual perception of ow, oi, oy<br>Auditory similarity of ou and ow; oi and oy | Recognition of final silent e<br>Auditory-visual perception of vowels followed by r: ar, er, ir, or, ur<br>Auditory-visual perception of a followed by l or w | |
| Auditory perception: sounds of ew as long u and as long oo; ea as short e; ei as long e; ie as long e; ou as long oo; ow as long o; a followed by u | Review and extension of previous skills | Similarity of sounds of er, ir, ur<br>Similarity of sounds of a followed by l, u, or w | |
| Auditory-visual perception that ei followed by gh usually has long a sound | Review and extension of previous skills | Auditory-visual perception of a followed by re, as in care<br>Similarity of sounds of unstressed ar, er, ir, or, ur<br>Perception of vowel sounds in unstressed syllables | |
| Understanding of term vowel digraph<br>Auditory-visual perception of vowel digraphs affected by r: air, ear | Understanding of term diphthong | Discrimination among the most common vowel sounds: short, long, influenced by re | Recognition of diacritical marks and phonetic respelling (see Part VI for current simplified system, and EC-86 for systems used in basal readers) |
| Review and extension of previous skills | Review and extension of previous skills | Understanding that vowels in unaccented syllables do not receive their full sound | Recognition of diacritical marks and phonetic respelling (see above) |
| Review and extension of previous skills | Review and extension of previous skills | Review and extension of previous skills | Review and extension of previous skills |

## CHART OF SUGGESTED SEQUENTIAL DEVELOPMENT OF STRUCTURAL ANALYSIS

| READING LEVEL | INFLECTIONAL FORMS<br>See pages 9, 44-47, 101-102 | USE OF THE APOSTROPHE<br>See pages 9, 48, 101-102 |
|---|---|---|
| Readiness Level | Auditory awareness of *ing* ending | |
| Pre-Primer Level | Awareness of *s* added to verb or noun | |
| Primer Level | Recognition of *s* and *ed* added to verb forms; *s* added to form plural | Recognition of use of *'s* (singular possessive with common nouns) |
| First Reader Level | Recognition of *d* and *ing* added to verb forms | Recognition of use of *'s* (singular possessive with common nouns)<br>Awareness of apostrophe in contractions |
| Second Reader Level 1 | Recognition of: dropping final *e* before *ing*; doubling final consonant before *ed* or *ing*; adding *es* to certain words; irregular forms *better*, *best*; irregular verb forms | Understanding of use of apostrophe in contractions<br>Recognition of contractions such as: *let's*, *that's*, *don't*, *it's*, *isn't* |
| Second Reader Level 2 | Recognition of: comparison *er*; changing *y* to *i* when *es* or *ed* added; irregular forms *worse*, *worst* | Understanding of term *contraction*<br>Recognition of contractions such as: *I'll*, *I'm*, *didn't*, *don't*, *won't*<br>Recognition of *s'* (plural possessive) |
| Third Reader Level 1 | Recognition of: adding *er* or *est*; changing *y* to *i* before *er* or *est* | Distinction between possessive forms and contractions<br>Recognition of contractions such as: *I'd*, *I've*, *you'll*, *he'll*, *she's* |
| Third Reader Level 2 | Recognition of: changing *f* or *fe* to *v* before *es*; verbs which add *en* or *n* to change tense; changing *y* to *i* before *ly* | Recognition of omission of more than one letter in contractions<br>Recognition of contractions such as: *we've*, *the're*, *there's*, *you'd*, *wouldn't* |
| Fourth Reader Level | Recognition of: *y* preceded by a vowel; additional irregular verb forms | Review and extension of previous skills |
| Fifth Reader Level | Recognition of: adding endings on words with two final consonants; irregular plural forms | Review and extension of previous skills |
| Sixth Reader Level | Perception of *ed* pronounced as *t*<br>Understanding use of foreign roots such as: *photo*, *tele*, *liber*, *nave*, *port*, *scribe* | Review and extension of previous skills |

# CHART OF SUGGESTED SEQUENTIAL DEVELOPMENT OF STRUCTURAL ANALYSIS

| COMPOUND WORDS<br>See pages 9, 49-50, 101 | SUFFIXES<br>See pages 9, 51-54, 104 | PREFIXES<br>See pages 9, 55-57, 103-104 |
|---|---|---|
| | | |
| | | |
| | | |
| Recognition of compound words composed of two familiar words such as: into, cannot, someone, peanut, pancakes | | |
| Recognition of compound words such as: upon, popcorn, tonight, another, fireman | Awareness of -er<br>Identification of root words | |
| Use of terms compound and hyphen<br>Recognition of compound words such as: breadbox, airplane, good-by, sea-green, good-night | Recognition of -er | Auditory awareness of a and be as separate syllables |
| Understanding of composition of compound words<br>Recognition of compound words ending in self; hyphenated descriptive words<br>Recognition of words such as sidewalk, himself, myself, strange-looking, front-yard | Understanding terms root word and suffix<br>Recognition of -ly<br>Awareness of changing y to i before -ly | Awareness of the concept of a prefix<br>Recognition of a- and be- as separate syllables<br>Recognition of prefix un- |
| Recognition of compound words such as: newborn, suitcase, paintbrush, upstairs, cardboard | Recognition of suffixes such as: -ful, -less, -y, -en<br>Recognition of changing y to i before -ly | Understanding of the term prefix<br>Recognition of a- and be- as prefixes |
| Recognition of compound words such as: grandstand, landmark, beehive, businesslike, shipwreck | Recognition of suffixes such as: -ment, -th, -ish, -ness | Recognition of prefixes such as: re-, dis-, de-, im-, in-, ex-, con-<br>Understanding that prefixes are not always clues to meaning; root word often not a recognizable English word |
| Distinction between compound words, suffixes, and inflectional endings<br>Recognition of compound words such as: everybody, courthouse, foresight, awkward-looking, twenty-fifth | Awareness of suffixes -ion, -tion<br>Recognition of suffixes such as: -or, -al, -ous, -ward, -ship, -ist, -hood, -dom, -ling | Recognition of prefixes such as: non-, tele-, anti-, fore-, en- |
| Recognition of compound words such as: headstrong, dashboard, goodhearted, smokestack, withstand | Recognition of suffixes such as: -able, -ion, -ic, -ical, -age, -ive, -ary, -some, -ance, -ant, -let<br>Recognition that suffixes may change parts of speech | Recognition of prefixes such as: co-, inter-, trans-, mis-, post-, pre-, bi-, semi-, sub-<br>Finding of the meaning of prefixes in a dictionary |

# CHART OF SUGGESTED SEQUENTIAL DEVELOPMENT OF STRUCTURAL ANALYSIS

| READING LEVEL | SYLLABICATION<br>See pages 9-10, 58-59, 103 | ACCENTUATION<br>See pages 10, 60-62, 105 |
|---|---|---|
| Readiness Level | | |
| Pre-Primer Level | | |
| Primer Level | | |
| First Reader Level | | |
| Second Reader Level 1 | | |
| Second Reader Level 2 | | |
| Third Reader Level 1 | Understanding of the term syllable<br>Understanding of syllabication generalizations: double consonants or two different consonants between two vowels; word ending in le after a consonant | |
| Third Reader Level 2 | Understanding of the terms closed syllable and open syllable<br>Understanding of syllabication generalizations: single consonant between two vowels; suffixes and prefixes; vowel digraph or double vowel; compound words | Perception of accented syllables<br>Recognition of symbols and placement of common accent marks |
| Fourth Reader Level | Understanding of syllabication generalizations: consonant digraphs; consonant blends; diphthongs; ed endings | Understanding of accentuation generalizations: two-syllable words; prefixes; suffixes or inflectional endings; syllable with long vowel; vowel in unstressed syllables |
| Fifth Reader Level | Recognition that ck and x usually go with preceding vowel and end syllable | Recognition of symbols and placement of common accent marks for strong and medium stress<br>Understanding of accentuation generalizations: two-part compound words; words with two medial consonants; words with the first syllable ending in ck or x; two-syllable words ending in le |
| Sixth Reader Level | Review and extension of previous skills | Recognition of shifting accent: effect on pronunciation and meaning; change of syllabic divisions; change in form of root word |

# IV. SUGGESTED SEQUENTIAL DEVELOPMENT OF WORD RECOGNITION SKILLS AND GENERALIZATIONS

Part IV identifies the significant phonic and structural analysis skills recommended for introduction and development at a certain reader level. The suggested sequential development is consistent with the general framework regarding the teaching of the skills which have been indicated previously.

Statements appear in Part IV regarding specific skills and generalizations which have been phrased so as to make them easily adaptable for presentation to children. A number of appropriate examples which may be used in teaching follow the statement of each skill or generalization. The examples have been selected primarily from words at the vocabulary level at which the skill or generalization is introduced. However, a few examples from a higher vocabulary level have been included for pupils at subsequent reader levels who may be reviewing or extending the development of a specific skill. These have been placed near the end of each group. Examples to illustrate auditory perception of sound elements are intended only for auditory use until such sound elements appear in words in the reading materials being used.

The suggested sequential development of skills presented in Part IV may be used with various approaches to the teaching of reading. The development of phonic and structural analysis skills is an integral part of a basal reader approach. Teachers who use approaches other than the basal reader will need to give particular attention to planning for the development of needed word perception skills; this sequence is planned primarily for the use of such teachers.

## PHONIC SKILLS AND GENERALIZATIONS

### PRELIMINARY AUDITORY AND VISUAL DISCRIMINATION

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| READINESS LEVEL | Auditory perception of common sounds (animal noises, environmental sounds, clapping hands, knock on wood, whistle) |
| | Auditory discrimination of various qualities of sounds (loud, soft; high, low; near, far away; pleasant, unpleasant) |
| | Visual discrimination of size, shape, color, position, kind, direction, and details of objects and pictures (tiny, large; round, square; red, blue; near, far away; left, right) |
| | Visual discrimination of selected letter and word forms (B, T, A, M, R, b, a, n; Bill, Linda, Tom, Betty) |
| | Visual perception of printed name in functional situations |
| | (Also, see Rhyming Endings and Initial Consonants, pp. 23-26.) |
| PRE-PRIMER LEVEL | Visual discrimination of selected capital and small-letter forms of letters (B, b; D, d; G, g; H, h; P, p; R, r) |
| | Visual discrimination of selected capital and small-letter word forms (Come, come; See, see; Go, go; Look, look; The, the; At, at; Down, down; Run, run) |
| | Visual discrimination of words by matching with pictures, or with the same word in a sentence |
| | Visual discrimination of short sentences by matching |
| | (Also, see Rhyming Endings and Initial Consonants, pp. 23-26.) |
| PRIMER LEVEL | Visual discrimination of word forms by finding identical words in a group of words |
| | Visual discrimination of capital and small-letter forms of letters in the alphabet |
| | (Also, see Rhyming Endings and Initial Consonants, pp. 23-26.) |

## RHYMING ENDINGS AND PHONOGRAMS

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| READINESS LEVEL | Awareness of the term rhyme: words that sound alike in the last part<br>Auditory awareness of rhyming endings in rhymes, poems, and songs<br>Auditory awareness of rhyming endings in words (man, can; cake, bake; Jill, hill; hat, cat; book, hook; dish, fish; run, sun; bed, red; pole, hole; bell, tell) |
| PRE-PRIMER LEVEL | Auditory perception of rhyming endings in rhymes, poems, and songs<br>Auditory perception of rhyming endings in words (fan, man; log, dog; play, day; took, hook; see, tree; wet, set; bat, mat; fun, sun; boy, toy; ten, hen) |
| PRIMER LEVEL | Auditory-visual recognition of the part of rhyming words which is the same (ay in day, may; ook in look, book; at in at, hat; ee in tree, bee; ow in now, cow)<br>Auditory-visual perception of rhyming endings in words (my, fly; get, pet; fun, run; up, cup; be, we; now, cow; car, far; all, ball; take, bake; hide, side) |
| FIRST READER LEVEL | Understanding the term rhyme: words that sound alike in the last part<br>Substituting or affixing initial consonants with the same phonogram to build new words (day, may; be, we; can, man; will, hill; jump, bump; old, cold; all, ball; ate, gate; and, land; at, fat)<br>Substituting or affixing initial consonant blends with the same phonogram to build new words (found, ground; pop, stop; sing, bring; came, frame; down, brown; and, stand; play, gray; my, fry; ate, plate) |
| SECOND READER LEVEL 1 | Making new words by substituting final consonants with the same phonogram (can, cap; bag, bat; him, his; sat, sad; rug, run; pen, pet; but, bus; them, then; men, met) |

## RHYMING ENDINGS AND PHONOGRAMS

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| THIRD READER LEVEL 1 | Understanding the term phonogram: a group of letters which represent the same sound in a number of words (ew: new, blew; all: tall, small; ake: take, make; ar: far, park; ell: tell, smell; ame: name, same; ick: ticket, chicken) |
| THIRD READER LEVEL 2 | Understanding that a phonogram is a word part which is usually made by a vowel followed by one or more consonants<br>Recognizing phonograms in polysyllabic words (ick: ticket, chicken; ack: jacket; ear: clearly, hearing; ush: bushy; am: scamper; ar, en, er: carpenter; im, or, ant: important; on, uc, or: conductor; ut, er: butterfly; el: gravel) |

## CONSONANTS

### Initial Consonants

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| READINESS LEVEL | Auditory awareness of the sounds of initial consonants in spoken and pictured words:<br>b (ball, bed, basket, boy, bone, bat, bee, baby, bell, bus)<br>c (hard c) (corn, cow, cap, can, cake, comb, cane, car, candy)<br>d (dog, door, dish, desk, doll, duck)<br>f (fish, fence, feather, foot, fan, father, farm)<br>h (hat, hammer, house, horse, hen)<br>l (lake, lemon, letter, lamb, lawn)<br>m (milk, mother, monkey, mew, man, mouth)<br>r (rope, rug, ring, rabbit, rake, rat)<br>s (soap, sack, saw, sun, socks)<br>t (tack, table, tent, tire, tail, turkey, toy |
| PRE-PRIMER LEVEL | Auditory discrimination of the sounds of initial consonants:<br>b (big, ball, boat, back, bell, book, basket, bird, bear)<br>c (hard c) (cake, come, car, cat, coat, can, cap, color, candle, cow)<br>d (dog, dinner, down, door, duck, doll, dish, dime, day, deer)<br>f (for, father, funny, fast, foot, fan, fish, farmer, feather, fire)<br>g (hard g) (get, go, good, gate, guess, game, girl, goat, garden)<br>h (help, here, hat, home, hop, hot, house, hen, horse, hill)<br>l (look, little, like, laugh, lost, lamb, letter, long, lunch, light)<br>m (make, mouse, man, made, my, me, mother, milk, monkey, mouth)<br>p (pony, peach, pear, potato, pet, peas, paint, put, park, party)<br>r (red, ride, ready, race, run, rain, ring, rabbit, read, robin)<br>s (see, sat, saw, surprise, said, sock, soup, suit, something)<br>t (to, toys, turtle, take, tomato, table, top, tiger, to, tail)<br>w (we, work, want, with, water, window, watch, wet, walk, was) |
| PRIMER LEVEL | Auditory discrimination of the sound of initial y (you, yellow, yes, yell, yet, your, young, yelp, yard)<br>Auditory-visual discrimination of initial consonants:<br>b (big, boat, box, baby, barn, ball, be, birthday, book, bird)<br>c (hard c) (call, can, cat, candle, candy, catch, came, cookies, color)<br>d (do, down, duck, doll, did, dinner, day, dog, donkey)<br>f (foot, fast, funny, find, farm, father, for, fun, fish, family)<br>g (good, guess, gobble, game, girl, get, go, gift, goat, good-by)<br>h (he, hen, has, happy, hello, here, help, have, house, home)<br>j (jump, just, Jack, jumped, jam, jingle, jacket, jar, juice) |

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| PRIMER LEVEL | l (look, lamb, lost, lunch, like, little, laugh, let's, letter, looked)<br>m (my, mill, me, made, mother, make, mouse, may, man)<br>n (new, now, not, name, nose, no, near, noise, night)<br>p (party, put, paint, park, pony, pet, pan, penny, pig)<br>r (ran, race, ready, rabbit, ride, red, run, read, rat, ring)<br>s (saw, some, said, soon, something, see, surprise, sing, sat, so)<br>t (toys, turkey, teeth, take, to, top, too, time, ten, tell)<br>w (went, wagon, work, walk, was, want, we, will, with, water) |
| FIRST READER LEVEL | Auditory-visual discrimination of initial consonants:<br>k (kitten, kick, king, key, keep, kind, kite, kill)<br>v (very, voice, vegetables, vine, vase, visit, valentine, vest)<br>y (yard, yell, year, your, yellow, you, yes, yarn)<br>z (zoo, zoom, zero, zebra, zipper, zigzag)<br>Affixing or substituting initial consonants with the same phonogram to build new words (at, bat, sat; old, cold, told; all, tall; ate, late; and, land, sand; can, man; will, mill, hill; book, look; red, bed; hide, ride; found, sound, pound; hear, year) |
| SECOND READER LEVEL 1 | Auditory awareness of initial soft c (city, circus, cent, cellar, circle)<br>Auditory awareness of initial soft g (giraffe, gentle, ginger, giant, George)<br>Awareness of the term consonant: letters other than the vowels a, e, i, o, u |
| SECOND READER LEVEL 2 | Auditory-visual discrimination of initial soft c (city, cent, circle, circus, certain, cellar)<br>Auditory-visual discrimination of initial soft g (giant, gentle, ginger, George, giraffe)<br>Understanding the term consonant: letters other than the vowels a, e, i, o, u |
| THIRD READER LEVEL 1 | Recognition that c usually has the soft c sound (cellar, cent, certain, circle, circus, city) when it is followed by e or i<br>Recognition that c usually has the hard c sound (cat, cage, call, come, cover, cotton, country, cut, cup, cub) when it is followed by a, o, or u<br>Recognition that g usually has the soft g sound (gentle, George, gem, giant, ginger, giraffe) when it is followed by e or i<br>Recognition that g usually has the hard g sound (game, garden, gate; go, gone, good, got; gun, guess) when it is followed by a, o, or u |

## Final Consonants

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| PRE-PRIMER LEVEL | Auditory perception of final consonants:<br>k (look, work, bark, pick, truck, sick, trick, fork, park, duck)<br>p (up, help, top, lap, hop, jump, bump, stop)<br>t (get, fast, want, not, what, at, boat, hat, feet, get) |
| PRIMER LEVEL | Auditory perception of final consonants:<br>m (drum, farm, dream, zoom, plum, come, home, ham, stem, them)<br>n (in, barn, train, kitten, run, on, can, fun, green, seven)<br>Auditory-visual perception of final consonants:<br>d (red, and, good, find, cold, did, said, bread, mud, called)<br>k (look, black, walk, thank, work, Jack, duck, truck, park, ask)<br>p (up, step, sleep, jump, stop, top, lip, bump, help)<br>t (at, boat, went, pet, foot, what, hat, put, paint, rabbit) |
| FIRST READER LEVEL | Auditory-visual perception of final consonants:<br>l (girl, ball, tail, squirrel, animal, will)<br>m (am, warm, farm, cream, them, zoom, him, drum)<br>n (fun, learn, run, soon, down, again, man, win, train)<br>r (four, near, letter, hear, her, bear, never, water, over, flower)<br>s (soft s) (bus, miss, pets, across, cakes)<br>s (z sound) (trees, has, is, was, as, cookies, games) |
| SECOND READER LEVEL 1 | Auditory-visual perception of the changes in words made by substituting final consonants (sat, sad; him, his; men, met; them, then; but, bus; am, at; rug, run; pen, pet; can, cat; bag, bat)<br>Auditory-visual perception of final x (box, fix, fox, six, wax, mix, ax)<br>Recognition of the similarity of the sounds of final x and final cks (box, fox, fix, six, wax; blocks, sticks, ducks, tracks, backs)<br>Auditory-visual perception of final double consonants:<br>ll (tell, ball, still, all, call, mill, hill, will, sell)<br>ss (guess, Miss, dress, across)<br>Recognition that final double consonants make only one sound (call, hill; dress, guess; off; Ann; egg) |
| THIRD READER LEVEL 2 | Recognition that in final unstressed syllables ending in l, n, or r, the ending consonant is heard clearly, while the preceding vowel is barely heard:<br>l (several, squirrel, wonderful, deisel, animal, terminal, beautiful, portal)<br>n (button, wagon, rotten, frighten, woolen, golden, mitten, open)<br>r (saucer, refrigerator, hangar, lever, motor, beaver, clever, hunter, never, summer) |

## Consonant Digraphs

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| PRIMER LEVEL | Auditory-visual perception of consonant digraphs:<br>ch (chair, children, chicken, change, church, chalk, chop, cherry, which, each)<br>th (voiced th) (the, this, then, there, they, that, them, mother, these, other)<br>wh (white, what, where, wheat, when, why, wheel, which, while, whiskers) |
| FIRST READER LEVEL | Recognition that certain letters make just one special sound when they come together (c and h in children; s and h in she; t and h in this; w and h in when)<br>Auditory-visual perception of consonant digraph sh (she, shout, shall, sheep, shake, shook, shoe, ship, shirt, shovel) |
| SECOND READER LEVEL 1 | Auditory-visual perception of consonant digraphs:<br>ck (pick, duck, quack, truck, chick, back, stick, trick, quick, pocket)<br>ng (sing, bring, sang, thing, song, wrong, king, bang, sitting, along)<br>th (voiceless th) (thank, thing, think, thought, with, three, south, month, breath, path)<br>Recognition that ck has the sound of hard c or k (back, duck, truck, quick; cake, come, color, music; look, fork, walk, ask) |
| SECOND READER LEVEL 2 | Auditory-visual discrimination between voiced th and voiceless th:<br>voiced th (this, that, than, them, then, they)<br>voiceless th (think, thank, thought, thump, thing)<br>Recognition that the consonant digraphs th, ch, sh, and ck may appear in different positions--initial, medial, or final (thumb, mother, mouth, chair, orchard, which, shout, washing, rush, pocket, back) |
| FOURTH READER LEVEL | Auditory-visual perception of the variant sounds of the consonant digraph ch:<br>ch with the usual sound (child, cherry, change, charge, porch, which, teach, each, grouchy)<br>ch with the sh sound (machine, chef, chassis, Chicago, chalet)<br>ch with the k sound (stomach, ache, anchor, Christmas, school, character, chemistry, chorus, echo<br>Auditory-visual perception of ph with the sound of f (elephant, telephone, gopher, photograph, phonograph, nephew, Ralph, triumph, diphtheria) |

## Consonant Blends

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| FIRST READER LEVEL | Auditory and auditory-visual perception of initial consonant blends:<br>bl (black, blue, blocks, blow, blame, blind, blanket, block, blood, blister)<br>br (bread, branch, brown, bring, brook, bridge, broken, brother, broom, brush)<br>dr (dress, drop, drum, drain, dry, drink, dream, drip, draw, drill)<br>fl (flower, fly, flew, float, flake, flag, flame, flour, flash, flute)<br>fr (fry, Fred, frog, friend, fruit, front, from, free, frighten)<br>gr (gray, ground, green, grain, grass, grow, grape, great, grip, group)<br>pl (play, plant, please, place, plate, plenty, plan, plum, plane, plus)<br>st (stop, store, story, stay, stamp, still, stand, stick, step, stool)<br>tr (train, tree, truck, trailer, try, treat, track, trip, trick, tractor)<br>Auditory-visual perception that the letters in consonant blends keep their separate sounds<br>Substituting or affixing initial consonant blends with the same phonogram to build new words (down, brown; came, frame; pop, stop; gray, tray; book, brook; ate, plate; and, stand; all, stall; my, fry; sing, bring) |
| SECOND READER LEVEL 1 | Awareness of the term consonant blend: two or three consonants with sounds which join together without losing the sound of each one<br>Auditory-visual perception of initial consonant blends:<br>cl (click, clock, clown, clothes, climb, cluck, clean, clay, club, cloud)<br>cr (cry, crawl, cracker, cradle, cream, crown, crumb, crisp, crying, crack)<br>pr (pretty, prize, prune, prince, proud, promise, price, prove present, prayer)<br>sl (sled, sleep, slow, slip, slide, slid, slippers, sleigh, slap, slept<br>sn (snow, snowman, snail, snug, snake, snack, snout, sneeze, sniff)<br>Auditory-visual perception of the consonant blend nk (thank, clank, think, drink, chipmunk, rink, skunk, wrinkle, thinking, sinking)<br>Auditory-visual perception that consonant blends may occur in medial and final positions (hungry, secret, rooster, country, wrinkle, think, best, angry, blanket, nest) |

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SECOND READER LEVEL 2 | Using the term consonant blend: two or three consonants with sounds which join together without losing the sound of each one<br>Using mental blending of initial consonant blends and common phonograms in word attack:<br>trick: tr as in tree, ick as in stick<br>crack: cr as in cry, ack as in back<br>snake: sn as in snow, ake as in bake<br>blew: bl as in black, ew as in new<br>stay: st as in stop, ay as in may<br>Auditory-visual perception of initial consonant blends:<br>gl (glass, glove, glad, glow, glide, globe, glue, glasses, glare)<br>qu (quick, quack, quite, quilt, queen, quiet, question, queer, quickly, quills)<br>sc (scare, scat, scold, scamper, scar, score, scatter, scarce)<br>sp (spider, spend, spell, space, spark, spot, sparkling, speak, spear, spell)<br>sw (swim, swam, sweet, swing, swish, swallow, swift, sweep, sway, swan)<br>spr (spring, sprinkle, spray, sprout, spread, spraying, sprang, sprinkler)<br>squ (squash, squirrel, squeeze, square, squeak, squeal, squeaking, squirm)<br>str (strange, string, straight, strong, street, strike, stream, straw, struck, stretch)<br>thr (throw, through, three, throne, thrill, thrown, throat, throb, thread, throttle) |
| THIRD READER LEVEL 1 | Auditory-visual perception of initial consonant blends:<br>sm (small, smell, smoke, smart, smile, smaller, smiling, smokestack, smooth, smother)<br>tw (twelve, twin, twenty, twist, twinkle, twice, twisted, twanging, twig) |

## Consonant Variants

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SECOND READER LEVEL 1 | Auditory awareness of soft c (s sound) (city, circus, cent, cellar, circle, cement, ceiling, celery, once, fence, place, nice) |
| | Auditory awareness of soft g (j sound) (giraffe, gentle, ginger, giant, large, cage, cabbage, page) |
| SECOND READER LEVEL 2 | Auditory-visual perception of soft c (s sound) (city, cent, circle, circus, cellar, cinder since, fence, once, place) |
| | Auditory-visual perception of soft g (j sound) (giant, gentle, gem, giraffe, ginger, cage, page, cabbage, hinge, magic) |
| | Auditory-visual perception of silent k in kn (knife, know, knee, knew, knock, knob, knot, knit, knuckles) |
| | Recognition that qu usually has the sound of kw (quick, quite, quack, quiet, quilt, queen, question, equal, liquid) |
| | Auditory-visual perception of silent c in ck (pick, sick, trick, stick, brick, kick, wick, nickle, ticket) |
| THIRD READER LEVEL 1 | Recognition that c usually has the soft sound (cellar, certain, cent, face, once, place; city, circle, circus, decide) when it is followed by e or i |
| | Recognition that c usually has the hard sound (can, cage, call, cap; come, cover, cotton; cut, cup, cub) when it is followed by a, o, or u |
| | Recognition that g usually has the soft sound (gentle, gem, George, cage, hinge, vegetables; giant, giraffe, ginger, magic) when it is followed by e or i |
| | Recognition that g usually has the hard sound (game, gate, garden, gave; go, gone, got, good; gun, guess) when it is followed by a, o, or u |
| | Auditory-visual perception of silent gh (high, right, light, eight, weight, height, slight, though, through, caught) |
| | Auditory-visual perception of silent w in wr (write, wrong, written, wrist, wreck, wrap, wrestle, wrecking) |
| | Auditory-visual perception of silent t (often, whistle, listen, thistle, catch, hatch, match, fasten frighten) |
| | Auditory-visual perception of silent b in mb (lamb, climb, thumb, dumb, comb, limb, numb, plumbing) |
| | Auditory-visual perception of silent l (walk, half, talk, calf, chalk, salmon) |

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| THIRD READER LEVEL 2 | Auditory-visual discrimination of voiced and voiceless s:<br>voiceless s (bus, snow, said, six, thirsty, chicks, Sunday, house, some, best)<br>voiced s (z sound)(was, those, his, cans, noisy, wires, as, those, inches, things) |
| | Auditory-visual perception of silent g in gn (gnaw, sign, gnat, gnome, gnarled, gnash, reign, foreign, design) |
| FOURTH READER LEVEL | Auditory-visual discrimination of the different sounds of gh:<br>silent gh (light, high, right, eight, sight, weight, height, slight, though, caught)<br>hard g with silent h (ghost, ghoul, ghastly, aghast, spaghetti)<br>gh with f sound (rough, enough, tough, cough, laughter) |
| | Recognition that ph usually has the f sound (telephone, elephant, gopher, photograph, nephew, Joseph, alphabet, phonograph, Ralph, triumph) |
| | Auditory-visual perception of dge as the sound of j (judge, ridge, ledge, fudge, budge, bridge, edge, hedge, pledge, dodge) |
| | Auditory-visual perception of silent c in sc (scissors, science, scene, scent, ascend, muscle, scythe, fascinate) |
| | Auditory-visual perception of the variant sounds of ch:<br>ch with the sh sound (machine, chef, Chicago, chassis, chalet, chamois, charlatan)<br>ch with the k sound (echo, stomach, ache, anchor, Christmas, school, character, chemistry, chorus) |
| FIFTH READER LEVEL | Recognition that qu may have the k sound (mosquito, conquer, technique, unique, antique, boquet, croquet) |
| | Recognition that the second letter in double consonants is usually silent (hammock, pillow, rabbit, tunnel, barrel, hollow, raccoon, rattle, happen, paddle, summer) |
| | Auditory-visual perception of the sound of ligatured tu (nature, creature, picture, pasture, future, fixture, moisture, posture, adventure) |
| SIXTH READER LEVEL | Auditory-visual perception of sh sound of c when combined with i or e followed by another vowel (precious, delicious, ocean, special, suspicious, magician, appreciate) |
| | Auditory-visual perception of silent n in mn (solemn, hymn, condemn, column, autumn) |

## VOWELS

### Short Vowels (Single)

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SECOND READER LEVEL 1 | Understanding that the letters a, e, i, o, u and sometimes w and y are called vowels<br>Auditory-visual perception of short vowels:<br>a (hat, sat, back, black, man, ran, cat, has, after, apple)<br>e (pet, hen, them, help, let, get, then, when, met, went)<br>i (hill, it, ring, mitten, sing, pick, give, in, fish, dinner)<br>o (pop, stop, box, fox, doll, top, got, hot, rock, pond)<br>u (but, much, bus, must, bump, fun, just, run, truck, nut) |
| SECOND READER LEVEL 2 | Building new words by substituting short medial vowels (hat, hit, hot, hut; sit, set, sat; him, hem, ham, hum; put, pat, pet, pit; fun, fan, fin; big, bag, bug; cut, cat, cot)<br>Recognition that in words of three or four letters the single medial vowel is usually short (sad, wet, hit, pot, cup, back, help, ring, rock, much)<br>Understanding that every word must contain at least one vowel |
| THIRD READER LEVEL 1 | Recognition that a consonant at the end of a one-syllable word usually makes the vowel short (at, it, up, on, in, met, bat, hen, man, slip)<br>Recognition that a vowel between two consonants in a one-syllable word is usually short (bad, tip, brick, drink, lick, slept, scent, jump, trunk, much)<br>Recognition that in most one-syllable words with only one vowel the vowel is usually short (led, hot, spot, can, wish, wind, plan, clock, lump, dust)<br>Recognition that a vowel before double consonants is usually short (sell, ball, hill, will, bell, dress, call, butter, little, rattle, happy) |
| FOURTH READER LEVEL | Recognition that the vowel usually is short in the medial position in a syllable (grum ble, ban dit, res cue, shiv er, whis tle, pro tect, mit ten, hel met, bot tle, clum sy, tum ble) |

## Long Vowels (Single)

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SECOND READER LEVEL 1 | Auditory-visual perception of long vowels:<br>a (game, take, ate, make, cage, sale, plane, race, place, apron)<br>e (me, be, he, we, she)<br>i (time, side, five, find, like, dime, mine, hide, ride, night)<br>o (pole, go, note, old, pony, gold, rode, cold, so, told)<br>Recognition that the long vowels "say their own names" |
| SECOND READER LEVEL 2 | Auditory-visual perception of long u (use, cube, tune, tube, fuse, huge, cute, mule, music)<br>Recognition that in words with two vowels, one of which is a final silent e, the first vowel is usually long (came, plane, make; time, five, side; pole, note, rode; cube, use, mule)<br>Recognition that at the end of a two- or three-syllable word y usually has the sound of long e (Some dictionaries show this sound of y as short i.) (busy, baby, happy, candy, funny, family, party, hurry, sleepy, empty)<br>Awareness that when the final y is used as a vowel it sometimes has the sound of long i (sky, my, by, cry, fly, try, dry, why, fry, sly) |
| THIRD READER LEVEL 1 | Recognition that a vowel at the end of a syllable (open syllable) usually is long (cho sen, fa mous, spo ken, li on, so fa, pa per, mu sic, pro gram, mo tor, pi lot)<br>Recognition that when i is followed by gh the i is usually long and the gh silent (bright, light, fight, high, right, night, tight, frighten, tighten)<br>Recognition that in many two- and three-syllable words the final e lengthens the vowel in the last syllable (envelope, valentine, lemonade, decide, Chinese, pancake, parade, jackknife, surprise)<br>Recognition that y usually has the long sound of i when it appears at the end of a one-syllable word in which there is no other vowel (fly, sky, my, by, cry, try, dry, why, fry, sly) |

# Vowel Digraphs

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SECOND READER LEVEL 1 | Recognition that often the first vowel is long and the second is silent when two vowels occur together (pail, tail, way, day, load, coat, soap, eat, clean, sea) |
| | Auditory-visual perception of vowel digraphs with the long sound of the first vowel:<br>ai (tail, afraid, pail, chain, train, paint, paid, rain, wait, stair)<br>ay (way, day, play, away, hay, lay, clay, gray, say, [illegible]ay)<br>ea (eat, sea, reach, read, leaves, clean, beat, wheat, beach, meat)<br>oa (load, road, coat, boat, toad, oats, soap, oak, toast, goat) |
| | Auditory-visual perception of double vowels with the long vowel sound:<br>ee (sleep, bee, meet, wheel, three, green, see, tree, wee, deep)<br>oo (room, goose, soon, too, root, loose, pool, boots, cool, rooster) |
| SECOND READER LEVEL 2 | Awareness of the term vowel digraph: two vowels together which represent one sound |
| | Auditory-visual discrimination of the sounds of long oo and short oo:<br>long oo (room, food, too, goose, soon, roots, spoon, cool, loose, balloon)<br>short oo (book, foot, good, stood, brook, wood, cook, look, took, hook) |
| | Awareness that ea may have the short sound of e (head, bread, spread, heavy, read, dead, health, ready, feather, breakfast) |
| THIRD READER LEVEL 1 | Auditory-visual perception of the sounds of ew:<br>ew as long u (new, few, stew, dew, mew, knew, nephew)<br>ew as long oo (chew, blew, grew, drew, threw, flew, crew, slew, screw) |
| | Auditory-visual perception that ea may have the short e sound (bread, head, heavy, feather, ready, spread, health, deaf, wealth, weather) |
| | Auditory-visual perception of ei with the long e sound (either, seize, neither, leisure) |

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| THIRD READER LEVEL 1 | Auditory-visual perception of ie with the long e sound (field, piece, believe, thief, chief, grief, prairie, ladies) |
|  | Auditory-visual perception of ou as long oo (group, soup, through, youth, wound, your, troup, tour, ghoul) |
|  | Auditory-visual perception of ow with the long o sound (grow, know, yellow, low, own, snow, throw, shown, pillow, shadow) (ow is also a diphthong, as in now) |
|  | Auditory-visual perception of a followed by u (caught, fault, taught, because, daughter, automobile, sauce, pause, naughty); recognition that the letters au usually have the same sound as a followed by l or w as in talk and saw |
| THIRD READER LEVEL 2 | Auditory-visual perception that ei when followed by gh usually has the long a sound (eight, neighbor, weigh, freight, weight, sleigh, neigh) |
| FOURTH READER LEVEL | Understanding the term vowel digraph: two adjacent vowels which represent one sound |
|  | Auditory-visual perception of vowel digraphs affected by r:<br>air (air, hair, fair, lair, chair, pair, stairs)<br>ear variant sounds (ear, near, rear, dear, fear, year; wear, bear, pear, tear; earth, earn, heard, search, pearl, learn) |

# Diphthongs

| LEVEL OF INSTRUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SECOND READER LEVEL 1 | Auditory-visual perception of the ou diphthong (mouse, mouth, ground, out, house, bounce, found, shout, count, south)<br>Awareness that two vowels which appear together may blend together and that each vowel may contribute to the sound heard. |
| SECOND READER LEVEL 2 | Auditory-visual perception of the ow diphthong (cow, how, now, wow, town, owl, brown, crowd, down)<br>Recognition of the auditory similarity of the diphthongs ou and ow (mouse, cow)<br>Auditory-visual perception of the oi diphthong (oil, join, voice, noise, choice, point, spoil, loiter, boil, coin)<br>Auditory-visual perception of the oy diphthong (boy, toy, joy, enjoy, coy, convoy, loyal, annoy, destroy, royal)<br>Recognition of the auditory similarity of the diphthongs oi and oy (oil, boy) |
| FOURTH READER LEVEL | Understanding the term diphthong: two adjacent vowels that blend together as each vowel contributes to the sound heard (out, how, oil, boy) |

## Vowel Variants

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SECOND READER LEVEL 1 | Recognition that often the second vowel is silent when two vowels appear together (tail, afraid, way, play, eat, sea, load, coat, sleep, either) |
| SECOND READER LEVEL 2 | Recognition of final silent e which lengthens the preceding vowel (make, cage, bake, side, time, five, pole, note, use, tune)<br>Auditory-visual perception of the sounds of vowels when followed by r:<br>ar as in farm (far, car, arm, barn, hard, tar, part, start, star, smart)<br>er (her, paper, water, ladder, letter, matter, herd, fern, term, lower)<br>ir (bird, stir, girl, fir, squirrel, shirt, dirt, first, thirst, third)<br>or (corn, for, horn, short, morning, north, storm, forty, cork, orbit)<br>ur (burn, turtle, hurry, purple, turkey, furnace, nurse, surprise, turn, curtains)<br>Recognition that vowels followed by r represent a sound which is between the short and long vowel sounds (See examples in short vowels and long vowels.)<br>Auditory-visual perception of a when followed by l or w:<br>al (walk, talk, salt, wall, all, tall, always, stall, small, almost)<br>aw (saw, law, paw, lawn, fawn, claw, draw, raw, dawn, yawn) (aw might be classified as a vowel digraph, but is presented here to show the similarity of the sounds of al and aw) |
| THIRD READER LEVEL 1 | Recognition of the similarity of the sounds of er, ir, and ur in many words:<br>er (term, her, fern, ever, maker, service, brother, worker, speaker, larger)<br>ir (bird, dirt, girl, first, sir, third, shirt, fir, birth, thirst)<br>ur (fur, burn, turn, turtle, hurry, purple, nurse, furnace, turkey, curtains) |

| LEVEL OF INSTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| THIRD READER LEVEL 1 | Recognition of the similarity of the sounds of a when followed by l, u, or w (wall, saw, caught; talk, lawn, taught; salt, fawn, because; always, claw, fault)<br>(See also au under vowel digraphs at this level.) |
| THIRD READER LEVEL 2 | Auditory-visual perception of a followed by re, as in care (rare, stare, fare, bare, dare, flare, careful, share, prepare)<br>Recognition that unstressed ar, er, ir, or, and ur have the same sound in some words; in these phonograms, the sound of r is heard more than the vowels (mustard, after, answer, groceries, elevator, neighbor, alligator, creature, Saturday)<br>Recognition that in some unstressed syllables the vowel may be barely heard (neutral) or not heard at all (muted), while a consonant in the same syllable is spoken clearly (between, below, decide, return, remember, coral, wooden, model, squirrel, circus) |
| FOURTH READER LEVEL | Understanding that the three most common vowel sounds are short, long, and influenced by r (bat, bake, barn; pet, me, her; hill, time, bird; stop, note, north; run, cube, burn) |
| FIFTH READER LEVEL | Recognition that vowels in unaccented syllables do not receive their full sound (appear, peasant, admit, arrange, approach, silent, ticket, taken, possible, capital, April, carton, control, lemon, circus, suppose) |

## DIACRITICAL MARKS AND PHONETIC RESPELLING

Recognition of diacritical marks and phonetic respelling

| Webster's Elementary Dictionary 1961 edition[1] | | Thorndike-Barnhart Beginning Dictionary, 1952 - 1964 editions[2] and Thorndike-Barnhart Junior Dictionary, 1952 - 1965 editions[3] | |
|---|---|---|---|
| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES | LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
| FOURTH READER LEVEL | Plain a, e, i:<br>a (mat, map)<br>e (bet, bed)<br>i (tip, invent) | FOURTH READER LEVEL | Plain a, e, i, o, u<br>a (hat, cap)<br>e (let, best)<br>i (it, pin)<br>o (hot, rock)<br>u (cup, butter) |
| | Bar a, e, i, o:<br>ā (age, vein)<br>ē (evenly, beat, sleepy)<br>ī (side, buy)<br>ō (bone, snow) | | Bar or macron (mā′kron)<br>a, e, i, o, u<br>ā (age, face)<br>ē (equal, be)<br>ī (ice, five)<br>ō (open, go)<br>ū (use, music) |
| | Two-dot a, u:<br>ä (cot, cart, bother, father, as pronounced in the north-eastern United States)<br>ü (rule, fool) | | Two-dot a, u<br>ä (father, far)<br>ü (rule, move, food) |
| | One-dot a, o, u:<br>ȧ (cart, father, as pronounced by persons who give to the a a sound different from that which they give to the o in cot or bother)<br>ȯ (corn, saw, all)<br>u̇ (pull, wood) | | One-dot u: u̇ (full, put, good)<br>One-dot ėr (term, learn) |
| | Plain t-h: th (thin, ether)<br>Bar t-h: ~~th~~ (then, either) | | Voiceless th: th (thin, both)<br>Voiced th: ~~TH~~ (then, smooth) |
| | Schwa \ˈshwä\ : ə (a in banana, e in ticket, i in capital, o in collect, u in suppose) | | Schwa (shwä): ə (a in about, e in taken i in April, o in lemon, u in circus) |
| | | | Tilde (til′ də) a: ã (care, air) |
| | | | Circumflex (ser′kəm fleks) o: ô (order, all) |

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[1] Webster's Elementary Dictionary (New York: American Book Co., 1961).

[2] Thorndike, E. L., and Clarence L. Barnhart, Thorndike-Barnhart Beginning Dictionary (Fifth Edition. Chicago: Scott, Foresman Co., 1964).

[3] Thorndike, E. L., and Clarence L. Barnhart, Thorndike-Barnhart Junior Dictionary (Sixth Edition. Chicago: Scott, Foresman and Co., 1965).

# DIACRITICAL MARKS AND PHONETIC RESPELLING

| Recognition of diacritical marks and phonetic respelling | | | |
|---|---|---|---|
| Webster's Elementary Dictionary, 1961 edition | | Thorndike-Barnhart Beginning Dictionary, 1952 - 1964 editions and Thorndike-Barnhart Junior Dictionary, 1952 - 1965 editions | |
| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES | LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
| FIFTH READER LEVEL | Plain a with one-dot u:<br>au̇ (sound, now) | FIFTH READER LEVEL | Diphthong ou (hour, out, bough, owl) |
| | One-dot o with plain i:<br>ȯi (coin, boy) | | Diphthong oi (oil, boy) |
| | Respelling double consonants dd, ff, ll, ss, tt, where one consonant is silent with a single consonant<br>d (odd, ladder)<br>f (cuff)<br>l (pill)<br>s (less)<br>t (latter) | | Respelling double consonants dd, ff, gg, ll, mm, nn, pp, rr, ss, tt, where one consonant is silent, with a single consonant<br>d (add)<br>f (effort)<br>g (egg)<br>l (tell)<br>m (common)<br>n (manner)<br>p (happy)<br>r (carry)<br>s (miss)<br>t (button) |
| | Respelling hard c as k (cook) | | Respelling hard c as k (coat, account) |
| | Respelling s in some words as z (raise) | | Respelling s in some words as z (has) |
| | Respelling words so that silent vowels are omitted (tail \ˈtāl\ ; way \ˈwā\ ; eat \ˈēt\ ; load \ˈlōd\ ; sleep \ˈslēp\ ; head \ˈhed\ ; either \ˈēth - r\ ; field \ˈfēld\ ; grow \grō\ ; time \ˈtīm\ ; give \ˈgiv \) | | Respelling words so that silent vowels are omitted (tail, tāl; way, wā; eat, ēt; load, lōd; sleep, slēp; head, hed; either, ē′ ŦH ər; field, fēld; grow, grō; time, tīm; give, giv) |
| | Respelling si in some words as zh (vision) | | Respelling s and si in some words as zh (measure, division) |
| | Respelling dge as j (edge) | | |
| | Respelling che as k (ache) | | |
| | Respelling el in some words as l (vessels \ˈves - lz\) | | |

## DIACRITICAL MARKS AND PHONETIC RESPELLING

| Recognition of diacritical marks and phonetic respelling | | | |
|---|---|---|---|
| Webster's Elementary Dictionary, 1961 edition | | Thorndike-Barnhart Beginning Dictionary, 1952 - 1964 editions and Thorndike-Barnhart Junior Dictionary, 1952 - 1965 editions | |
| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES | LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
| FIFTH READER LEVEL | Respelling ar in some words as r (lizard \ˈliz - rd\ )<br>Respelling ew in some words as yü<br>Respelling soft g as j (gem, large)<br>Respelling wh as hw (wheat)<br>Respelling words so that silent consonants are omitted (half \ˈhaf\ ; ghost \ˈgōst\; scent \ˈsent\ ; knife \ˈnif ; gnaw \ˈnó\ ; climb \ˈklīm\; high \ˈhī\ ; back \ˈbak\ ; wrong \ˈróng\ ; often \ˈof - n\ )<br>Respelling qu as kw (quail)<br>Respelling ph as f (phase) | FIFTH READER LEVEL | Respelling dg and dge as j (judgment, bridge)<br>Respelling che as k (ache)<br>Respelling i in some words as y (opinion)<br>Respelling ir and ur as ėr in many words (first, urge)<br>Respelling soft g as j (gem, large, allegiance)<br>Respelling wh as hw (wheat)<br>Respelling words so that silent consonants are omitted (half, haf; ghost, gōst; scent, sent; knife, nīf; gnaw, nô; climb, klīm; high, hī; back, bak; wrong, rông; often, ôf′ən)<br>Respelling qu as kw (quit)<br>Respelling ph as f (phrase) |

STRUCTURAL ANALYSIS SKILLS AND GENERALIZATIONS

## INFLECTIONAL FORMS

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| READINESS LEVEL | Auditory awareness of ing ending in action words (walking, running, doing, making, singing, playing, going, sleeping, painting, raining) |
| PRE-PRIMER LEVEL | Awareness of changes in form and meaning when s is added to a verb or a noun (wants, sees, helps, looks, runs; apples, balls, toys, chairs, cakes) |
| PRIMER LEVEL | Recognition of change in form and meaning when s or ed are added to verb forms (likes, rides, wants, paints, sees, walks; looked, called, laughed, jumped, played, worked) |
| | Recognition of change in form and meaning when s is added to root words to form the plural (cakes, apples, balls, toys, chairs, cars, dogs, trees, ducks, boats) |
| FIRST READER LEVEL | Recognizing the change in form and meaning when d is added to verb forms which end with e (liked, danced, pleased, surprised, lived, baked, smiled, raked) |
| | Recognition of ing ending in verbs (doing, going, sawing, painting, singing, looking, walking, sleeping, raining, blowing) |
| SECOND READER LEVEL 1 | Recognition that some words drop the final e before adding ing (living, coming, hiding, making, riding, pasting, having, baking, dancing, smiling) |
| | Recognition that a final consonant is usually doubled before adding ed or ing (stopped, trotted, stirred, hopped, dropped; running, sitting, getting, hitting, cutting) |
| | Recognition that words ending in ch, sh, s, x, or z, which cannot add s without forming a separate syllable, add es instead of s at the end of verbs or nouns (catches, watches; dishes, pushes, wishes; dresses, princesses; buses; foxes, boxes, fixes; buzzes) |
| | Recognition of irregular forms better and best to compare two or three or more things |
| | Recognition of a different way (irregular verb forms) of showing past tense (fly--flew; grow--grew; go--went; see--saw; do--did; blow--blew; write--wrote; read--read; sting--stung; creep--crept; feel--felt) |

## INFLECTIONAL FORMS

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SECOND READER LEVEL 2 | Recognition of er comparison, meaning "more than" (faster, nearer, longer, larger, smaller, taller, shorter, cleaner, deeper, slower)<br>Recognition that when verbs end in a consonant and y, the y is changed to i when es or ed is added (cry, cries, cried; try, tries, tried; dry, dries, dried; fly, flies; spy, spies, spied; hurry, hurries, hurried; carry, carries, carried; empty, empties, emptied)<br>Recognition that words that end with y change y to i and add es when they mean more than one (city, cities; family, families; story, stories; penny, pennies; lady, ladies; puppy, puppies; grocery, groceries; party, parties; baby, babies; library, libraries)<br>Recognition of the irregular forms worse and worst to compare two or three or more things |
| THIRD READER LEVEL 1 | Recognition of the effect of adding er or est to adjectives to denote comparison of two or of three or more things (faster, fastest; nearer, nearest; longer, longest; larger, largest; smaller, smallest; taller, tallest; shorter, shortest, cleaner, cleanest; darker, darkest; lighter, lightest)<br>Recognition that y is changed to i before adding er or est endings (heavy, heavier, heaviest; merry, merrier, merriest; lazy, lazier, laziest; easy, easier, easiest; happy, happier, happiest; funny, funnier, funniest; lovely, lovelier, loveliest)<br>Recognition that words ending in a consonant which follows a single short vowel double that consonant before adding ed or ing (scrubbed, scrubbing; hopped, hopping; slipped, slipping; trapped, trapping; mopped, mopping; stopped, stopping; dropped, dropping; trotted, trotting; stirred, stirring) |
| THIRD READER LEVEL 2 | Recognition that nouns which end in f or fe usually form the plural by changing the f or fe to v before adding es (leaf--leaves; calf--calves; thief--thieves; self--selves; elf--elves; life--lives; wife--wives; knife--knives; wolf--wolves; shelf--shelves; half--halves)<br>Recognition of the changes in form and meaning of verbs which add en or n to change tense (broken, tighten, bitten, taken, given, eaten, written, ridden, beaten, fallen, awaken, frighten, harden, shorten, forgotten, shown, grown, known, blown) |

## INFLECTIONAL FORMS

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| THIRD READER LEVEL 2 | Recognition that y is changed to i before adding ly (ready--readily; hungry--hungrily; lazy--lazily; sleepy--sleepily; happy--happily; merry--merrily; easy--easily; gloomy--gloomily; steady--steadily) |
| FOURTH READER LEVEL | Recognition that words ending in y preceded by a vowel usually retain the y before adding an ending (stayed, staying; obeyed, obeying; played, playing; prayed, praying; displayed, displaying; delayed, delaying)<br>Recognition of the change in spelling and pronunciation in the past tense of irregular verbs, such as meet--met; forget--forgot; dig--dug; pay--paid; steal--stole; lay--laid; speak--spoke; write--wrote; keep--kept; sleep--slept |
| FIFTH READER LEVEL | Recognition that words ending in two consonants usually add ing, s, or ed without changing the spelling (reporting, reports, reported; scolding, scolds, scolded; sorting, sorts, sorted; cranking, cranks, cranked; swelling, swells, swelled; warning, warns, warned; accepting, accepts, accepted; blushing, blushes (note exception), blushed; tossing, tosses (note exception), tossed; coasting, coasts, coasted)<br>Recognition of irregular plural forms which may change the root word or make no change at all, such as: mice, geese, feet, fish, deer, sheep |
| SIXTH READER LEVEL | Perception that ed is pronounced as t in verbs ending in any voiced consonant except t. These consonants are f, k, p, s, ch, sh, and th (voiced). (marked, drenched, locked, nipped, picked, matched, scratched, tossed, propped, slipped, pushed)<br>Understanding the use of foreign roots as an aid in word recognition:<br>photo, "light or by light" (photograph, photographer, photography, photographic, photoplay)<br>graph, "written, drawn, or recorded" (telegraph, photograph, graph, graphic, autograph, phonograph)<br>tele, "far, or over a great distance" (telephone, telegraph, telescope, television, televise, telegram, telescopic)<br>liber, "free" (liberty, liberate, liberal, liberation)<br>nave, "ship" (navy, naval, navigate, navigation, navigator, navigable)<br>port, "to carry" (transport, export, import, porter, portable, deport, portfolio, portage, report) |

## INFLECTIONAL FORMS

| LEVEL OF INTRODUCTION | SKILLS OR GENERALIZATIONS, WITH EXAMPLES |
|---|---|
| SIXTH READER LEVEL | scribe, "to write" (describe, scribe, scribble, inscribe, scribbier) |
| | lumin, "light" (luminous, luminary, illuminate, illumination, illumine) |
| | spectare, "to look at" (spectacles, spectator, inspect, inspector, inspection, spectacle, spectacular) |
| | graphy, "idea of describing, recording, or writing about" (geography, photography, biography, autobiography, telegraphy) |
| | auto, "self" (automobile, automatic, autograph, autobiography, autoharp, automaton, automotive, autocrat) |
| | bio, "life" (biography, biology, biographer, biologist, biological) |
| | geo, "earth" (geography, geology, geographer, geologist, geometry) |
| | fin, "end" (final, finish, finale, definite, finalist, define, definition) |
| | art, "skill" (art, artist, artistic, artisan, artless, artificial, artifice) |
| | dent, "tooth" (dentist, dental, denture, dentifrice, dentistry, dent, indent, indentation, indenture |
| | bi, "two" (bicycle, bimonthly, bisect, biplane, biped, biweekly, biannual, biennial, bipartisan) |
| | tri, "three" (tricycle, trio, triangle, tricolor, tripod, triple, triplet, triplicate, triad) |
| | mega, "great, powerful" (megaphone, megaton, megacycle, megalopolis) |

## USE OF THE APOSTROPHE

| LEVEL OF INTRODUCTION | SKILL OF GENERALIZATION, WITH EXAMPLES |
|---|---|
| PRIMER LEVEL | Recognition of the use of 's when added to a proper noun to form the singular possessive (Tom's, Bill's, Betty's, Mother's, Father's, Jack's, Dick's, Susan's, Linda's, Ricky's, Mary's) |
| FIRST READER LEVEL | Recognition of the use of 's when added to common nouns to form the singular possessive (kitten's, girl's, boy's, rabbit's, hen's, turtle's cat's, bee's, goat's, turkey's)<br>Awareness of the use of the apostrophe in contractions such as: let's, don't |
| SECOND READER LEVEL 1 | Understanding the use of the apostrophe to take the place of a letter that has been omitted when two words have been placed together to make one word (in contractions)<br>Recognition of the use of the apostrophe in contractions, such as: let's, that's, don't, it's, isn't, doesn't |
| SECOND READER LEVEL 2 | Understanding the term contraction: one word made from two words which have been placed together with an apostrophe to stand for a letter or letters which were omitted.<br>Recognition of such contractions as: I'll, I'm, didn't, don't, won't, can't, wasn't, he's<br>Recognition of the use of s' to show the plural possessive (boys', girls', hens', bears', goats', fathers', mothers', Smiths') |
| THIRD READER LEVEL 1 | Distinguishing between the use of the apostrophe for possessive forms and for contractions (Tom's, Bill's, girls', boy's, bears'; let's, don't, that's, it's, doesn't)<br>Recognition of such contractions as: I'd (had), I'd (would), I've, you'll, he'll, she's, you're |
| THIRD READER LEVEL 2 | Recognition of such contractions as: we've, they're, there's, you'd, wouldn't, couldn't, hadn't, haven't<br>Recognition that more than one letter may be omitted in a contraction (we'll, he'll, we've, you'll, you'd, I've, I'd (had), I'd (would) |

## COMPOUND WORDS

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| FIRST READER LEVEL | Recognition of compound words composed of two familiar words, such as: into, cannot, someone, peanut, pancakes, sunlight, maybe, birthday, snowman, cowboy |
| SECOND READER LEVEL 1 | Recognition of such compound words as: upon, popcorn, tonight, another, fireman, seaside, barnyard, daylight, snowball, anything |
| SECOND READER LEVEL 2 | Use of the term compound to describe larger words made up of whole words<br>Recognition of such compound words as: breadbox, farmhouse, airplane, raindrop, midnight, doorway, inside, leftover, fisherman, anyone<br>Use of the term hyphen and recognition of its use in some compound words, such as: good-by, sea-green, bow-wow, rain-maker, good-night, strange-looking, twenty-one, five-year-old |
| THIRD READER LEVEL 1 | Understanding that a compound word is a word which is usually composed of English words with little change in their meanings<br>Recognition of such compound words as: sidewalk, nobody, earring, gentlemen, suppertime, popcorn, doorway, rattlesnake, hatbox, troublesome<br>Recognition of the structure and meaning of compound words ending in self, such as: himself, herself, itself, myself, yourself, themselves<br>Recognition of hyphenated compound words which may describe something, such as: strange-looking, front-yard, right-hand, black-and-white, half-closed, blue-green, left-over, torch-light, freckle-faced |
| THIRD READER LEVEL 2 | Recognition of such compound words as: newborn, suitcase, paintbrush, upstairs, cardboard, shopkeeper, headlight, Sunday, snowplow, afternoon |

## COMPOUND WORDS

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| FOURTH READER LEVEL | Recognition of such compound words as: grandstand, meantime, landmark, beehive, businesslike, shipwreck, sideways, beadwork, co-pilot, take-off |
| FIFTH READER LEVEL | Understanding that a compound is composed of two or more words, neither of which has changed its form<br>Understanding that each part of a compound is a whole word with a meaning of its own when used separately (in contrast to a suffix or an inflectional ending)<br>Recognition of such compound words as: everybody, courthouse, workmen, roadbed, foresight, neighborhood, dugout, brother-in-law, awkward-looking, lifetime, twenty-fifth |
| SIXTH READER LEVEL | Recognition of such compound words as: headstrong, dashboard, goodhearted, smokestack, withstand, greenhouse, storekeeper, bareback, cameraman, spellbound |

## SUFFIXES

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SECOND READER LEVEL 1 | Awareness of suffix -er, "agent: one who performs a special action" (teacher, farmer, baker, driver, worker, builder, buyer, catcher, singer, dancer, pitcher)<br>Identification of the root word within a word with a suffix (teacher, farmer, baker, driver, worker, builder, buyer, catcher, singer, dancer) (Note that some words drop the final e before adding er.) |
| SECOND READER LEVEL 2 | Recognition of suffix -er, "agent: one who performs a special action" (batter, farmer, rancher, writer, pitcher, teacher, swimmer, helper, reader, traveler, talker) |
| THIRD READER LEVEL 1 | Understanding the term root word: the word stem from which other words may be formed by the addition of perfixes and suffixes<br>Understanding the term suffix: a syllable which is added to the end of a word<br>Understanding that suffixes usually change the way in which a word is used in a sentence or the degree of meaning which a word has<br>Recognition of suffix -ly, "in a manner or way that is like" (friendly, softly, bravely, brightly, gladly, lightly, darkly, quickly, quietly, sadly, suddenly, proudly)<br>Awareness that final y is changed to i before adding the suffix -ly (happy--happily; busy--busily; lazy--lazily; merry--merrily; pretty--prettily; noisy--noisily; day--daily) |
| THIRD READER LEVEL 2 | Recognition that final y is changed to i before adding the suffix -iy (ready--readily; happy--happily; busy--busily; lazy--lazily; merry--merrily; pretty-prettily; noisy--noisily; day--daily)<br>Recognition of such suffixes as:<br>-ful, "full of or like" (cupful, careful, useful, helpful, wonderful, beautiful, playful, tearful, fearful, handful, cheerful, painful, thankful)<br>-less, "without" (helpless, fearless, careless, useless, endless, dreamless, breathless, heartless, friendless, noiseless, ceaseless, lifeless, toothless) |

## SUFFIXES

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| THIRD READER LEVEL 2 | -y "full of or like" (rusty, snowy, shiny, foggy, windy, sunny, baggy, bushy, wavy, dirty, dusty, chilly, sleepy, cloudy)<br>-en, "made of" (woolen, golden, earthen, wooden, silken, oaken) |
| FOURTH READER LEVEL | Recognition of such suffixes as:<br>-ment, "act of doing something, or a state of being" (enjoyment, judgment, settlement, pavement, movement, management, payment, statement, amazement, excitement, improvement)<br>-th, "to show ordinal numbers" (fourth, fifth, sixth, seventh, tenth, thirteenth, seventeenth, twentieth, fortieth, fifty-seventh)<br>-ish, "of or having to do with, state of being, somewhat" (Spanish, English, Polish, Danish, Irish; foolish, childish, babyish, clownish, yellowish, reddish, boyish, stylish, impish, feverish)<br>-ness, "state or quality of being" (darkness, sharpness, kindness, goodness, happiness, business, sadness, greatness, wickedness, stillness, sweetness) |
| FIFTH READER LEVEL | Awareness of such suffixes as:<br>-ion, -tion, "act of" or "a thing that" (action, election, perfection, abbreviation, celebration, demonstration, invention, construction, production, instruction, attention, reduction)<br>Recognition of such suffixes as:<br>-or, "agent or a person or thing that performs a special service" (sailor, inventor, conductor, editor, actor, tailor, illustrator, decorator, conqueror, elevator, refrigerator)<br>-al, "belonging to or having to do with" (musical, accidental, electrical, national, mechanical, costal, natural, naval, arrival, rehearsal, autumnal, refusal)<br>-ous, "full of or like a" (joyous, mountainous, famous, adventurous, glorious, mysterious, poisonous, bulbous, dangerous, courageous, humorous) |

## SUFFIXES

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| FIFTH READER LEVEL | -ward, "in the direction of" (upward, homeward, windward, downward, eastward, westward, southward, backward, northward) |
| | -ship, "art or skill of, state or quality of" (horsemanship, companionship, fellowship, hardship, friendship, membership, relationship, apprenticeship, workmanship) |
| | -ist, "a person who follows or deals in, one who is skilled in" (scientist, tourist, machinist, geologist, organist, artist, violinist, motorist, pianist, bicyclist, cellist) |
| | -hood, "a state of being" (childhood, girlhood, boyhood, babyhood, manhood, womanhood, knighthood, brotherhood, adulthood, falsehood) |
| | -dom, "the office, realm, or territory of, the state of being" (kingdom, dukedom, freedom, wisdom, heathendom, officialdom, Christendom) |
| | -ling, "little, like a" (duckling, seedling, princeling, yearling, gosling) |
| SIXTH READER LEVEL | Recognition of such suffixes as: |
| | -able, "capable of being, or fit to be" (movable, usable, likable, adaptable, excitable, reliable, comfortable, perishable, valuable, laughable, eatable, unthinkable) |
| | -ion, -sion, -tion, -ation, "the action of doing or the state of being"; often change verbs into nouns (invention, instruction, rebellion, completion, decoration, perfection, intersection, graduation; appreciation, irritation; discussion, possession, expulsion; substitution, contention, reduction; coronation, plantation, destination, observation, starvation, preparation, determination, sensation, imagination) |
| | -ic, -ical, "of or belonging to, having to do with, coming from, like"; usually changes noun to adjective (heroic, volcanic, dramatic, telegraphic, angelic, historic, automatic, fantastic, idiotic, sympathetic, aromatic, scenic; historical, musical, typical, theatrical) |

## SUFFIXES

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SIXTH READER LEVEL | -age, "the act or process of, the result of, the total number or amount of, the fee charged for use of, the home of" (passage, leakage, marriage, mileage, baggage, shrinkage; postage, storage, towage; orphanage, parsonage, acreage)<br>-ive, "having the nature or quality of, tending to, given to"; often changes verbs into adjectives (excessive, attractive, massive, defensive, corrective, productive, decorative, destructive, inclusive, instructive)<br>-ary, "belonging to, having to do with" (missionary, imaginary, honorary, revolutionary, customary, elementary, secondary, dictionary, boundary)<br>-some, "possessing to a great degree, showing a tendency toward" (lonesome, troublesome, quarrelsome, winsome, burdensome, handsome, awesome, bothersome)<br>-ance, -ence, "the act of or the existence of" (appearance, insurance, guidance, assistance, clearance, endurance, observance, acquaintance; silence, patience, difference, excellence, correspondence, occurrence, existence, conference)<br>-ant, "having the quality of one that, a person or thing that" (pleasant, resistant, triumphant, defiant, expectant, ignorant, observant, defendant, assistant, contestant, descendant)<br>-let, "little" (droplet, piglet, owlet, ringlet, starlet, leaflet, booklet, brooklet, nutlet, bracelet, inlet)<br>Recognition that suffixes may change parts of speech:<br>-ion ending often changes verbs into nouns (examples at reader levels five and six)<br>-ment ending often changes verbs into nouns (examples at reader level four)<br>-ive ending often changes verbs into adjectives (examples at reader level six)<br>-ness ending often changes adjectives into nouns (examples at reader level four) |

## PREFIXES

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SECOND READER LEVEL 2 | Auditory awareness that a- and be- at the beginning of words may be separate syllables:<br>a- (across, away, along, alone, again, asleep, ahead, awake, around, apart)<br>be- (because, behind, before, became, began, begin, below, become) |
| THIRD READER LEVEL 1 | Awareness that a prefix is a syllable which is added to the beginning of a word to make a new word (unsafe)<br>Recognition that a- and be- at the beginning of words are separate syllables:<br>a- (asleep, along, awake, afraid, across, away, ahead, around, apart, ashamed)<br>be- (below, because, became, become, before, began, begin, behind, believe)<br>Recognition of the prefix un-, meaning "not, a lack of, the opposite of" (untie, unload, undressed, unhappy, unused, unsafe, unlock, unwrap, unpleasant, uneaten, unopened, unusual) |
| THIRD READER LEVEL 2 | Recognition that a prefix is a syllable which is added to the beginning of a word to make a new word (away)<br>Recognition of prefixes a- and be- (See examples at level $3^1$.) |
| FOURTH READER LEVEL | Recognition that a prefix is a syllable which is placed at the beginning of a root word to change its meaning (rewrite)<br>Recognition of such prefixes as:<br>re-, "again, back" (reload, rewrite, remake, return, recall, report, renew, reread, repair, repaint)<br>dis- "not; a lack of, taking away; the opposite of" (dislike, disappear, disbelieve, displease, dishonest, disobey, disappoint, disable, discourage, discontinue)<br>de- "down, a reversing or undoing" (decline, degrade, depress; dethrone, defrost; declare, deserve, demand, design, destroy, delight) (Note that the meanings given do not apply to the last group.) |

## PREFIXES

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| FOURTH READER LEVEL | im-, in-, "not" (impossible, imperfect, impatient, impolite, immobile, immovable, impractical, inactive, incapable, indifferent, inexact, incorrect, invisible, inaccurate, incomplete)<br>ex- (excited, exchange, explain, explore, expand, explode, export, expect, exhale, express)<br>con- (conductor, consider, condition, conclude, connect, contain, consent, construct, condense, concave)<br>Understanding that prefixes are not always clues to meaning; they may be recognized simply as common beginning syllables (again, apart, because, before, destroy, delight, connect, conclude, expect, explore)<br>Understanding that the root word with a prefix often is not a recognizable English word (again, afraid, believe, began, destroy, demand, conclude, connect, explore, expect) |
| FIFTH READER LEVEL | Recognition of such prefixes as:<br>non-, "not, opposite of" (nonstop, nonskid, nonconductor, nonsense, nonsensical, nondescript, nonbreakable, nonessential, nonexistent)<br>tele-, "far, or operating at a distance" (telephone, telegraph, television, televise, telephoto, telescope, telegram)<br>anti-, "against, opposed to" (antifreeze, antiaircraft, antiseptic, antibiotic, antisocial, antidote, antislavery, antitoxin)<br>fore-, "in front of, before, in advance" (forearm, forehead, foreman, foresee, foretell, forecast, forewarn, foreleg, foreground, forefather)<br>en-, "give, cause to be, make into" (encircle, enchant, enjoy, enlarge, enclose, enact, encourage, enable, endear) |
| SIXTH READER LEVEL | Recognition of such prefixes as:<br>co-, "together, with" (cooperate, cooperation, coeducation, coordinate, coexist, coauthor, copilot)<br>inter-, "among, between" (international, intersection, interact, interweave, interstate, intermission, interlace, interchange, interview, intertwine, interval)<br>trans-, "across, over, through" (transfer, transcontinental, transatlantic, translate, transfusion, transcript, transform, transmitter, transact, transom) |

## PREFIXES

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SIXTH READER LEVEL | mis-, "wrong, wrongly, bad" (misspell, mislay, misconduct, misbehave, mischance, misadventure, misrepresent, misunderstand, misname, mistake, misunderstood)<br>post-, "after, later, behind" (postscript, postdate, postgraduate, postwar, postelection, postpone, post-mortem)<br>pre-, "before, beforehand" (prearrange, prepaid, prefix, preview, precook, prehistoric, predate, preschool, prewar)<br>semi-, "half" (semicircle, semifinal, semiannual, semiprecious, semiofficial, semiarid, semicolon)<br>sub-, "under, below, beneath" (subway, submarine, subnormal, subfloor, subtotal, subconscious, subcommittee, submerge, subsoil, subtract)<br>bi-, "two, twice, doubly" (biannual, biweekly, bicycle, biplane, bicuspid, bimonthly, bisect, biped, bipartisan)<br>Finding the meanings of prefixes in a dictionary |

## SYLLABICATION

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| THIRD READER LEVEL 1 | Understanding that a word or a part of a word that contains one vowel sound is called a syllable (belt, find, write, sleep, tick et, mar ket, mu sic, let ter, hap py) |
| | Understanding that the number of vowel sounds in each word indicates the number of syllables (shook, vil lage, mo las ses; scrub, cur tain, im por tant; sharp, let ter, sev er al) |
| | Recognition that a word is usually divided between the two consonants when double consonants occur between two vowels (but ter, hur ry, dol lar, bet ter, let ter, ar row, bur ro, car rot, hol low) |
| | Recognition that a word is usually divided between the consonants when two different consonants in the middle of a word are preceded and followed by vowels (for ward, per haps, pic nic, bar gain, cap tain, cor ner, sur prise, doc tor, gin ger, Mon day) |
| | Recognition that the last syllable usually includes the consonant with the le when a word ending in le is preceded by a consonant (ta ble, jun gle, can dle, lit tle, rat tle, trou ble, ap ple, ea gle, sprin kle, gen tle) |
| THIRD READER LEVEL 2 | Understanding that a word is usually divided before the consonant when a single consonant appears between two vowels (re ward, pa per, fa mous, ba by, si lent, mu sic, mo tor, la dy, ti ger, no tice) |
| | Understanding that a closed syllable is a syllable that ends with a consonant; the vowel in a closed syllable is usually short (num ber, doc tor, en ter, pen cil, mem ber, un der, sig nal, blos som, scam per, bet ter) |
| | Understanding that an open syllable is a syllable that ends with a vowel; the vowel in an open syllable is usually long (pi lot, pa per, fro zen, o ver, he ro, mo ment, o pen, be hind, ti ger, ba ker) |
| | Recognition that suffixes and prefixes usually form separate syllables (farm er, friend ly, care ful, help less, wood en; a wake, be fore, un load, re write, dis like, de light, ex port) |
| | Understanding that a vowel digraph or double vowel is considered as one vowel sound and forms but one syllable (bea ver, be cause, rea son, peo ple, sau cer, boat ing, ra coon, keep er, look ing, steer ing) |

## SYLLABICATION

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| THIRD READER LEVEL 2 | Understanding that compound words are divided between the word parts and between the syllables within these word parts (pea nut, birth day, ear ring, sea side, barn yard, day light, sup per time, trou ble some, strange-look ing, shop keep er, af ter noon) |
| FOURTH READER LEVEL | Recognition that the letters in consonant digraphs are not divided between syllables (or chard, mo ther, wash es, pock et, quick ly, long er, a while, oth er, chick en) |
| | Recognition that the letters in consonant blends are usually not divided between syllables (in stead, sur prise, be tween, de clare, a pron, pro gram, con trol, de stroy, se cret, coun try) |
| | Recognition that the letters in diphthongs are usually not divided between syllables (cow ard, loi ter, en joy, roy al, flow er, tow er, tow el, en joy ing, how ev er) |
| | Recognition that the ed ending may be a part of the final syllable and pronounced as d or t (fired, lived, yellowed, loved, swallowed; looked, talked, worked, picked, splashed) |
| | Recognition that an ed ending usually forms a separate syllable when the root word ends in d or t (load ed, pound ed, scold ed, tend ed, de pend ed; count ed, dart ed, paint ed, wait ed, part ed) |
| FIFTH READER LEVEL | Recognition that the letters ck and x usually go with the preceding vowel and end the syllable (crack ers, pack age, pick le, tack le, speck led, chick en, tick et; ex tra, tax i, ax is, sex tant, Tex as) |

## ACCENTUATION

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| THIRD READER LEVEL 2 | Perception that one of the syllables usually has more accent or stress than the others when a word which has two or more syllables is pronounced (mu sic, be gan, sup pose, win ter, oth er, sur prise, gar den, dan ger, a part ment, im por tant) |
| | Recognition that accent is shown in the glossary or dictionary by accent marks |
| | Slanted accent mark: accent is often shown by a slanted accent mark following the accented syllable (pro′gram, or′chard, mo′tor, gi raffe′, be lieve′) |
| | Vertical accent mark: accent may be shown by a vertical accent mark before the accented syllable ('pro gram, 'or chard, 'mo tor, gi 'raffe, be 'lieve) |
| | Recognition of accented syllables in longer words (to geth er, en e my, re frig er a tor, an nounc er, A mer i ca, gas o line, post mas ter, to mor row, veg e ta ble, won der ful) |
| FOURTH READER LEVEL | Recognition that many two-syllable words are accented on the first syllable (pic ture, bat ter, whisk ers, sen tence, ques tion, cab bage, break fast, hu man, plat form, mid dle) |
| | Recognition that in words with prefixes, the accent is on the root word, or on the accented syllable of the root word if it has more than one syllable (un safe, un eat en, re write, dis like, dis be lieve, de frost, im per fect, in cor rect, ex press, con cave) |
| | Recognition that in words with suffixes or inflectional endings the accent is usually on the root word, or on the accented syllable of the root word if it has more than one syllable (help ful, use less, walk ing, gold en, start ed, im prove ment, yel low ish, hap pi ness, a maze ment, fe ver ish, re pair ing) |
| | Recognition that a syllable with a long vowel sound is usually accented (si lent, pro gram, de cide, mu sic, pa rade, cho sen, pi lot, bro ken sur prise, es cape) |
| | Recognition that in unstressed syllables the vowel is quickly passed over in rapid speech and the consonant has more sound than the vowel (hu′man, car′ton, nick′el, ta′ken, lem′on, cir′cus, tick′et, pa trol′, sup pose′, a cross′, re port′, be hind′, col lect′) |

## ACCENTUATION

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| FIFTH READER LEVEL | Understanding the use of primary and secondary accent marks:<br>In words with three or more syllables, a stronger accent is often shown with a heavy slanted accent mark while a secondary accent is shown with a lighter slanted accent mark following the accepted syllables (cham´pi on ship´, es´ca la´ tor, nec´es sar´y, ter´ri fy´, e lec´tric´i ty, ex´plo ra´tion, con´ver sa´tion, sep´a ra´tion, hel´i cop´ter, com´po si´tion)<br>In words with three or more syllables, strong stress may be shown with a vertical accent mark set high in the line, placed before the accented syllable, while medium stress is shown with a vertical accent mark set low in the line, placed before the syllable (ˈcham pi on ˌship, ˈes ca ˌla tor, ˈnec es ˌsar y, ˈter ri ˌfy, e ˌlec ˈtric i ty, ˌex plo ˈra tion, ˌcon ver ˈsa-tion, ˌsep a ˈra tion, ˈhel i ˌcop ter, ˌcom po ˈsi tion) |
|  | Recognition that two-part compound words usually have greater stress on the first syllable (home like, cow boy, old time, work men, brand-new, ship wreck, shot gun, mean time, paint-brush, road bed) |
|  | Recognition that the first syllable is usually stressed in words which contain two medial consonants (chap ter, tad pole, boul-der, in stant, pres sure, cac tus, bon ny, mis sile, tin der, yon der) |
|  | Recognition that the first syllable is usually stressed when the first syllable of a two-syllable word ends in ck or x (chick en, pack age, crack er, tick et, speck led; tax i, ax is, ex tra, sex tant, Tex as) |
|  | Recognition that the first syllable is usually stressed in two-syllable words which end in le (ma ple, hus tle, can dle, sprin kle, gen tle, rat tle, ea gle, trou ble, jun gle, rum ble) |
| SIXTH READER LEVEL | Recognition of the effect of shifting accent on the pronunciation and meaning of a word (ob´ ject, ob ject´; pro´ test, pro test´; con´duct, con duct´; per´ mit, per mit´; re´ lay, re lay´; con´test, con test´; ex´ port, ex port´; per´ fect, per fect´; con´tent, con tent´; es´ cort, es cort´; sub´ ject, sub ject´; en´trance, en trance´) |

# ACCENTUATION

| LEVEL OF INTRODUCTION | SKILL OR GENERALIZATION, WITH EXAMPLES |
|---|---|
| SIXTH READER LEVEL | Recognition that some words change their syllabic divisions when their accent is shifted (re cord´, rec´ ord; pro duce´, prod´uce; pre sent´, pres´ ent; de sert´, des´ ert; re fuse´, ref´use; mi nute´, min´ ute)<br>Recognition that the accent may shift from one syllable to another as a root word changes form (num´ ber, nu mer´i cal; met´ al, me tal´ lic; mys´ ter y, mys te´ ri ous; ter´ ri fy, ter rif´ ic; com´ merce, com mer´ cial; dra´ ma, dra mat´ ic; mag´ ni fy, mag nif´ i cent; rel´ a tive, re la´ tion; the´ater, the at´ ri cal; e lec´ tric, e lec´ tric´ i ty) |

# V. SUGGESTIONS FOR INTRODUCING LEARNING EXPERIENCES

The following charts present suggestions for introducing learning experiences as they relate to rhyming words, initial consonants, final consonants, consonant digraphs, consonant blends, long vowel sounds, vowel digraphs, vowel digraph variant sounds, and word structure. Topics for children's learnings, additional activities, and suggestions for teaching are listed under each heading.

## RHYMING WORDS

Sensitivity to hearing rhyming words in nursery rhymes, jingles, and poems is important in building a background of recognizing rhyming elements. An awareness of nursery rhymes and poems begins in the Kindergarten. These rhyming elements may be used later in recognizing new or unfamiliar words with similar rhyming elements.

In addition, an awareness of rhyme promotes better phrasing and more effective oral reading, stimulates imagery and ability to interpret, and develops better listening habits.

### Auditory and Visual Approaches

Kindergarten activities begin to direct children's abilities to hear specific patterns of speech toward developing awareness of communicating through hearing, saying, and seeing.

Auditory recognition of words with rhyming endings is developed before pupils learn visual recognition.

Procedures for the development of awareness of rhyming words are suggested on the following pages.

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## Hearing, Saying, and Seeing Rhyming Words

**MOTIVATION:**

Relate auditory experiences with rhyming and poems to experiences in the daily program, such as nursery rhymes which children have enjoyed.

| CHILDREN'S LEARNINGS | DIRECTED PROCEDURES |
|---|---|
| Step 1 Listen for enjoyment. | "We were saying some of our favorite nursery rhymes the other day. Do you remember? Who remembers one? |
| Step 2 Hear jingle or rhyme. | "Sometimes poems or jingles rhyme at the end of every line or phrase. Listen!<br>"'One, two, buckle my shoe,<br>Three, four, shut the door.' |
| Discover rhyming words. | "Do some of the words sound alike? Which words sound alike? Listen to the rhyme again. Raise your hand when you hear a word that rhymes with another one. |
| Supply rhyming words. | "As you hear the rhyme again, could you fill in the rhyming words? |
| Step 3 Recall words that rhyme. | "Think of a word that rhymes with noon. It tells about something we can see at night. (moon)<br>"Think of a word that rhymes with boy. It is something that we like to play with. (toy) |
| SEQUENTIAL STEP (at a later time) | |
| Step 4 See three pictured objects. Two represent objects that rhyme; one is different. | "Can you tell me what you see in these pictures? (house, mouse, clock)<br>"Do some of their names rhyme? What are the rhyming words? Which one does not rhyme? |
| Step 5 See rhyming words on word cards or chalkboard. | "Find some of the words on these word cards that rhyme. (boat, coat; clock, rock; cat, hat; cake, make) |
| Discover words that sound alike and look alike. | "Match the cards having words that sound alike." |

## Hearing, Saying, and Seeing Rhyming Words

| ADDITIONAL ACTIVITIES | EXAMPLES |
|---|---|
| Enjoy poems and jingles. | Lady-bug, lady-bug,<br>Fly away, do,<br>Fly to the mountains,<br>And feed upon dew,<br>Feed upon dew,<br>And sleep on a rug,<br>And then run away,<br>Like a good little bug. |
| Hear rhyming words. | Rain, rain, go away,<br>Come again another day,<br>Little Johnny wants to play. |
| Supply rhyming words. | Early in the morning<br>The ____, ____, ____, (Sun, Sun, Sun)<br>Came up in the sky<br>On a ____, ____, ____, (run, run, run) |
| Distinguish between rhyming words. | Sun - run (s - r ) |
| Use Listening Center. | |
| • Ask children to listen for appreciation. | Transcription: Peruvian Lullaby # 329 |
| • Ask children to identify such sounds as:<br>common sounds<br>voices | Airplanes humming, horns honking<br>Children laughing, dogs barking |
| • Help children to recognize likenesses and differences in sounds such as:<br>soft - loud<br>high - low | Transcription: High and Low #349 |
| • Let children discover rhyming words in familiar songs. | Big Brown Bunny[1]<br><br>Big brown bunny,<br>Hop, hop;<br>Big brown bunny,<br>Stop, stop;<br>Big brown bunny,<br>Eat, eat;<br>Big brown bunny,<br>Sleep, sleep. |

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[1] Speech in the Elementary School (Los Angeles City Schools: Publication No. 479, 1949).

## Hearing, Saying, and Seeing Rhyming Words

SUGGESTIONS FOR TEACHING

| | |
|---|---|
| Teach through words. | Begin use of nursery rhymes, jingles, and poems in Kindergarten.<br>Continue use of rhyming and analogy throughout elementary school grades.<br>Build background of hearing rhyming elements for use in later recognizing of rhyming parts of words in new or unfamiliar words.<br>Help children to develop auditory recognition of words with similar rhyming endings before introducing visual recognition. |
| Encourage clear speech. | Promote proper speech patterns and clear enunciation and pronunciation by setting good example.<br>Provide opportunities to say jingles, nursery rhymes, and poems on tape recorder so that children hear speech patterns and speech sounds. |
| Review systematically. | Provide many opportunities for rhyming.<br>Help children learn to use this technique in recognizing rhyming parts of words in new or unfamiliar words. |
| Use available materials. | Use tape recorder and Listening Center to promote listening.<br>Provide additional materials through use of audio-visual catalogs and *Speech in the Elementary School*.[1] |

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[1] *Speech in the Elementary School*, *op*. *cit*.

## INITIAL CONSONANTS

The first approach in developing an understanding of any single initial consonant is through auditory perception.

### Auditory Approaches

Children have heard many rhymes, poems, and jingles. As a sequential development, they need to become aware of the beginning sounds of words. This may be accomplished at the start of the pre-primer level through hearing many words with the same initial consonant, finding additional words or names of objects in the room with the same beginning consonant, and discriminating between words that begin alike and words with different initial consonants.

Approaches are suggested on the following pages for the initial consonant "B." These suggestions represent ways of strengthening skills and should be presented gradually and as needed.

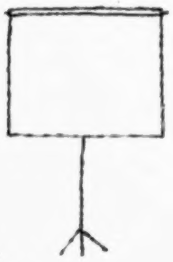
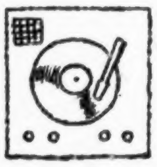
## Hearing and Saying Words Beginning With "B"

MOTIVATION:

Relate auditory discrimination of beginning consonant to experiences in the daily program, such as hearing a poem.

| | CHILDREN'S LEARNINGS | DIRECTED PROCEDURES |
|---|---|---|
| Step 1 | Hear words beginning with same initial consonant sound. | "Remember the poem we heard yesterday about the busy bee?<br>"Who remembers the poem? Let's listen to it again.<br>"How does a bee sound? Yes, it makes a buzzing sound. |
| | Discover how two words are alike. | "Listen to the words 'bee' and 'buzz.' How do these words sound alike? |
| | Say the two words. | "Now you try it. |
| | Observe how sound feels on lips or tongue. | "Did you feel your lips come together when you said 'bee' and 'buzz'? |
| | Find other words that begin with same sound. | "Can you think of some other words that begin in the same way? |
| Step 2 | Hear series of three words. Two begin with same initial sound; one has different sound. | "Listen to these three words. Two of them will begin with the same sound as 'bee.' Listen. Can you hear the two words? (big, box, sun) |
| | Find the two words that begin with the same initial sound. | "Yes, 'big' and 'box' have the same beginning sound as 'bee' and 'buzz.' |
| Step 3 | Hear a story in which words are missing. | "I will read a little story, but will leave out some words that begin like 'boy.' Let's see if you know what words are left out. |
| | Fill in missing words with words containing the same initial consonant sound. | "When I read the story for the second time, will you fill in the missing words?<br>"Early one morning, Billy hopped out of _____ (bed), ate his ___________, (breakfast), picked up his lunch _______ (box), and hurried off to school." |

## Hearing and Saying Words Beginning with "B"

| ADDITIONAL ACTIVITIES | EXAMPLES |
|---|---|
| Read poems and jingles to children.<br>Let children enjoy experimenting with words and sounds. | Ball and boat are toys for play,<br>Butter and bread are things to eat,<br>Bell and buoy sound far away,<br>But all begin the very same way. |
| Ask children to recite familiar Mother Goose rhymes. | Bye, baby bunting,<br>Daddy's gone a-hunting,<br>Gone to get a rabbit skin<br>To wrap the baby bunting in. |
| Dismiss children sometimes by names with the same beginning consonant. | Billy Betty<br>Ben Bertha |
| Listen for the initial sound of "b."<br>. Ask children to listen to a tape-recording (usually after they are familiar with the sound of "b"). |   |
| . Encourage children to discover words that begin with the same sound as "baby." | Billy walked to school this morning.<br>This is what he saw:<br>A big bird<br>A red basket<br>Betty and Sue |
| . Let children tell how many times they have heard words beginning with the consonant "b." | |
| . Ask children to tell other names beginning with the same consonant. | Bobby Brad<br>Becky Barbara |
| . Make children aware of the initial consonant "b" in a familiar song. (Be sure that children have enjoyed singing the song many times before using it to recognize consonant "b.") | Playing Fireman[1]<br><br>Bong! Bong! Bong! Bong!<br>Where's the fire? Where's the fire?<br>Bong! Bong! Bong! Bong!<br>Start the truck! Start the truck!<br>Bong! Bong! Bong! Bong!<br>Spurt the hose! Spurt the hose!<br>Bong! Bong! Bong! Bong!<br>Put the fire out! Put the fire out! |

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[1] Osborne McConathy, et al, Music for Early Childhood (New York: Silver Burdett, 1952), p. 19.

## Hearing and Saying Words Beginning With "B"

| SUGGESTIONS FOR TEACHING | |
|---|---|
| Teach through words. | Teach initial consonant "b" through words beginning with the initial consonant; *never* use consonant in isolated and distorted form of "b-uh." |
| Select words for use. | Select words with a single "b" consonant followed by a vowel.<br>baby<br>back<br>bag<br>baggage<br>ball<br>balloon<br>banana<br>bank<br>barber<br>bark<br>barn<br>basket<br>bat<br>bean<br>bear<br>bed<br>bell<br>best<br>bicycle<br>big<br>birds<br>birthday<br>boat<br>booms<br>book<br>bought<br>bow-bow<br>box<br>boy<br>bull<br>bump<br>bunny<br>buoy<br>bus<br>bush<br>but<br>Accept all offerings from children of initial "b" sound, including consonant blends, such as "blue" and "black."<br>Call attention to words offered by children when "b" sound is in another position, such as "tub" or "crab," so that they may find *beginning* consonants.<br>Be alert to names of children in class that begin with "B," such as Betty, Barbara, Bill, and Bobby. |
| Enunciate speech sounds.[1] | Become aware of way in which consonant is formed:<br>Sounded as in "boy"<br>Voiced while lips are together, and then lips spring open<br>Known as a plosive consonant |
| Review systematically. | Maintain skills of hearing and saying initial consonant "b" sound through regular and systematic review. |

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[1] *Speech in the Elementary School*, *op. cit.*

## Visual and Auditory Approaches

After much experience in hearing words that begin with the selected initial consonant sound and opportunities to find other words that begin with this same sound, children are prepared for the next step of seeing and writing words that begin in the same way. This may be initiated at the primer level.

Visual perception is accompanied by oral responses as children name pictures or show concrete objects with names that require the beginning sound.

Teaching the names of the letters and helping children see both capital and small-letter forms may be performed at this time, or as children are learning to use manuscript form in writing under direct teacher supervision.

These approaches for learning initial consonant "B" are suggested on the following pages. They represent ways to strengthen skills and should be presented gradually, as needed.

## Seeing, Hearing, Saying, and Reading Words Beginning With "B"

MOTIVATION:

Relate auditory and visual discrimination of beginning consonant to experiences in the daily program, such as use of a chart by the class.

| | CHILDREN'S LEARNINGS | DIRECTED PROCEDURES |
|---|---|---|
| Step 1 | Recall chart used previously. | "Think of the story we read on our chart the other day about the harbor.<br>"What kind of boat did we read about? |
| | Hear words beginning with same initial consonant sound. | "Was it a little boat? (big boat) That's right. |
| | Say the words. | "Let's say the words 'big' and 'boat.' |
| | Discover how the two words sound alike. | "Find these words on our chart. What did you notice about these words? |
| | See words on chalkboard. | "Watch me write the words on the board. |
| | Discover how the two words look alike. | "Do you notice something about the words? Yes, they begin with the very same letter. |
| | Find other words that begin with same sound. | "Tell me some other words that we can write on the board that begin with the same sound as 'big' and 'boat.' |
| Step 2 | Match word card to picture of object beginning with initial consonant previously heard. | "See if you can find a word card (or a word on the chalkboard) to match this picture (bus). |
| | Say word. | "Who can tell me its name? |
| | Find word cards to match other pictured objects beginning with same initial consonant. | "Can you find some other words in this group of word cards that match the other pictures? (birds, barn, box, boat) |
| | Read words identifying pictured objects. | "How are these words alike? Yes, they begin like the word 'bus.' They begin with the same sound." |

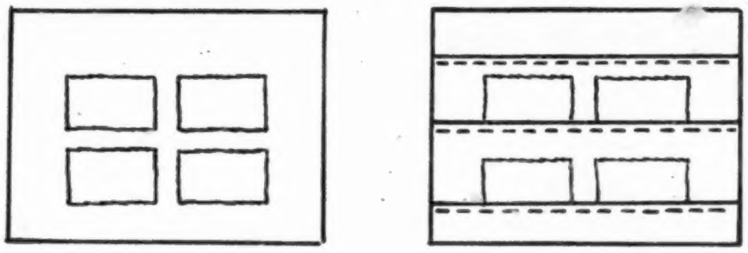
## Seeing, Hearing, Saying, and Reading Words Beginning With "B"

ADDITIONAL ACTIVITIES

EXAMPLES

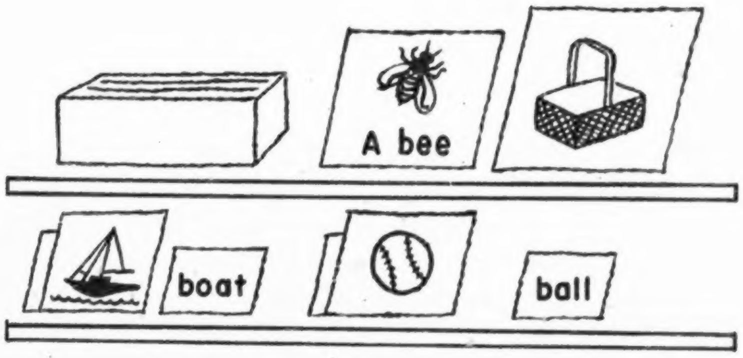
Develop speaking-reading vocabulary.

- Help children recognize pictured objects that begin with initial consonant "b."



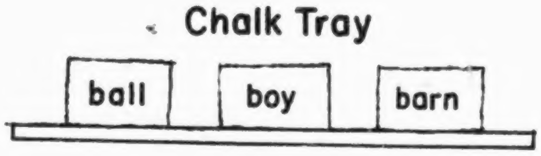
- Present a picture for a known word, such as "ball."

- Let children find other pictures beginning with the same initial consonant; pronounce the word; hear the sound; then put the picture in an appropriate place.



- Present pictured objects on chart.

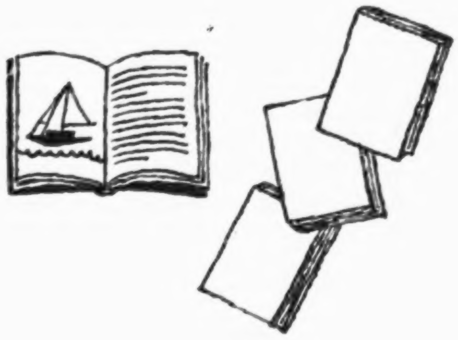
- Stress with children that names of some of the pictures will begin with initial "b" sound and that others will not.



- Let children match pictures and word cards that have names which begin with initial sound; then place in pocket chart or on chalk tray.

- Provide pictured objects for children with beginning consonant "b."

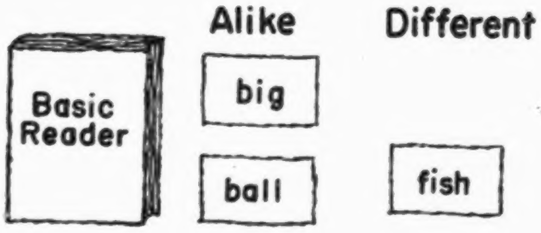
- Ask children to select a picture; then to find another picture in a library book that has the same beginning sound.



- Evaluate the picture with the children; let them tell the reason for their selection.

- Provide pictured objects and word cards: two that are alike, one that is different.

- Guide children to discover likenesses and differences in beginning sounds.



## Seeing, Hearing, Saying, and Reading Words Beginning With "B"

### SUGGESTIONS FOR TEACHING

Teach through words.

Teach initial consonant "b" through words beginning with the initial consonant; never teach the consonant as isolated and distorted "b-uh."

Select words for use.

Select words with a single "b" consonant followed by a vowel.

Select words from sight vocabulary already learned or from charts developed in the class.

baby
bag
ball
balloon
bat
basket
bed
bell
big
birthday
boat
book
box
boy
buoy
bus

Avoid words beginning with blends, such as black, blue, or brother, to avoid confusion.

Use names of children in class beginning with initial consonant "B."

Teach capital-letter and small-letter forms.

Help children notice the difference between capital-letter and small-letter forms as they see names of children beginning with capitals.

Teach name of letter.

Refer to letter by its correct name as it is developed in the guided lesson or as it is used in writing.

Review systematically.

Maintain skills of seeing, writing, and saying initial consonant "b" through regular and systematic review.

## FINAL CONSONANTS

Previous experiences in hearing, seeing, saying, and reading words with different beginning sounds have prepared children for auditory and visual discrimination of final consonant sounds.

### Auditory and Visual Approaches

After presentation of some initial consonants, children are ready to hear words with single consonants in a different position. The sequential step is in hearing, seeing, and reading a specific single consonant as a final letter.

As shown on the Chart for Sequential Development of Phonic Analysis, page 14, some final consonants are taught concurrently with beginning or initial consonants.

These approaches for teaching of the final consonant "T" are suggested on the following pages. They represent ways to strengthsn skills and should be presented gradually, as needed.

## Hearing, Saying, Seeing, and Reading Words With Final "T"

MOTIVATION:

Relate auditory and visual discrimination of final consonant to activities in the daily program, such as listening to stories from basic readers.

| | CHILDREN'S LEARNINGS | DIRECTED PROCEDURES |
|---|---|---|
| Step 1 | Recall words from sight vocabulary developed in readers. | "In some of our stories, we learned two words that are alike. They do not begin with the same sound; they do not rhyme. |
| | Hear two words that end with same final consonant sound. | "Listen to the sentences to find the two words that are alike in some way.<br>We will get there soon.<br>Ride fast. |
| | Discover how two words are alike. | "Who can tell me which two words are alike? How are they alike? Yes, they have the same sound at the end of each word. |
| | Say the two words. | "Say the two words for me. |
| | Observe how sound feels on lips or tongue. | "Did you feel a tiny puff of air escape after you said these words? Try them again. |
| | Find other words that end with the same final consonant sound. | "Can you think of another word that ends with the same sound? |
| Step 2 | See two words ending with same final consonant. | "Watch me write two words on the board. See if you can tell how they are alike. |
| | Discover how two words are alike. | "What part of these two words looks alike? |
| | Say the two words ending with the same final consonant. | "Can you read these two words to me? |
| | Observe how sounds feel on lips or tongue. | "Do these words end with the same sound?<br>"Do the last sounds in the words sound like the last sound in 'hat'? |
| Step 3 | See series of three words: two end with the same final consonant; one has different consonant. | "Here are three word cards. Who can read these words? (get, want, down) |
| | Read to find the two words that end with the same final sound. | "Which two have the same last sound?" |

## Hearing, Saying, Seeing, and Reading Words With Final "T"

ADDITIONAL ACTIVITIES

Hear poems and jingles.

- Read a poem or jingle to the children.
- Ask them to hear the final consonant "t."
- Tell them to think of the ending sound.
- Ask them to say the word having the final consonant "t."
- Provide time for children to discover new words having the same ending.
- Be sure children pronounce and enunciate the final "t" clearly.

Read and write.

- Recall familiar words that end with consonant "t."
- Provide sentences having one word that ends with "t."
- Ask children to read the sentence and frame the word.
- Instruct them to pronounce and enunciate clearly as they read the complete sentence.
- Provide word cards, and let children match the word in the sentence.
- Write sentences on the chalkboard.
- Ask children to underline the final consonant "t."
- Tell children to read each sentence and to read the three words below.
- Ask them to decide which words end with final consonant "t."
- Tell them to write in the space the word which they have selected to complete the sentence.

EXAMPLES

A pocket and a basket hold different things.
A coat and hat I put on me.
You paint a boat and love a pet.
Which of these words end like "get"?

| Sentences | Word Cards |
|---|---|
| Mother went to the store. | went |
| Does baby want a toy? | want |
| Someone will get a toy. | get |
| What will Tom say? | what |

Chalkboard

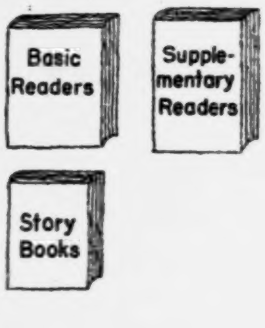
pain_t_ pe_t_ wha_t_
no_t_

Charted or Mimeographed

Put the apples in a ______.
ride look basket

Tom has a new ______.
some pet ball

________ the car red.
work Paint never



## Hearing, Saying, Seeing, and Reading Words With Final "T"

SUGGESTIONS FOR TEACHING

---

Teach through words.

Teach final consonant "t" through words ending with the final consonant; *never* teach it as the isolated and distorted "t-uh."

Select words for use.

Accept all offerings by children of words ending in final "t" without calling attention to use of consonant digraphs or consonant blends.

Select any words ending in "t" for auditory discrimination, whether or not the words end in consonant digraphs or consonant blends, such as *st*, *nt*, *ght*.

bat
boat
bright
cat
coat
eat
fast
first
freight
fruit
get
hat
jet
last
lift
light
out
pet
put
plant
rat
right
start
toot
waist
wait
want
wet

Select words for visual discrimination from sight words already learned, or from charts developed in class.

bat
boat
coat
eat
fast
freight
fruit
get
hat
jet
lift
pet
rat
toot
want

Enunciate speech sounds.[1]

Help pupils to become aware of way in which consonant is formed:
  Sounded as in "hat," "coat," or "right"
  Called a stop because there is complete blockage of breath stream followed by a plosive puff.

Review systematically.

Maintain skills of seeing, hearing, saying, and writing final consonant "t" sound through regular and systematic review.

Use final consonant "t" sound in mixed consonant word groups.

---

[1] *Speech in the Elementary School*, *op. cit.*

## CONSONANT DIGRAPHS

Consonant digraphs are taught as another word attack skill. Children have had much experience with beginning and ending single consonants. At the primer level, they begin to discover that sometimes combinations of consonants represent one sound.

### Visual and Auditory Approaches

It is important that children use auditory discrimination first in finding words with the beginning consonant digraph sound. As they listen carefully to many words and watch as these words are written or displayed on word cards, they are led to observe that the two letters produce one sound.

The meaning of the term consonant digraph may be taught after pupils have had many experiences with hearing and seeing words beginning with consonant digraphs.

Beginning consonant digraphs (ch, th, sh, and wh) are taught before children learn the sound of consonant digraphs in final position.

These approaches for teaching the initial consonant digraph "ch" are suggested on the following pages. They represent ways of strengthening skills and should be presented gradually, as needed.

## Hearing, Saying, Seeing, and Reading Words With Beginning "CH"

MOTIVATION:

Relate auditory and visual discrimination of beginning consonant digraph to experiences in the daily program, such as listening to stories from basic readers.

| | CHILDREN'S LEARNINGS | DIRECTED PROCEDURES |
|---|---|---|
| Step 1 | Recall word that begins with initial consonant digraph. | "The other day we met a new word in our reading. It began in a different way from the other words we knew. It was another word for 'boys and girls.' Can you guess the word? (children) |
| | Say the word. | "Say the word again. |
| | Find other words that begin with the same sound. | "What other words begin with the same sound? |
| | Use the words in sentences. | "Give me a sentence using each of these words. (Continue for other words.) |
| Step 2 | See words from sight vocabulary on word cards or on chalkboard. | "Let's look at some words we know from our reading. (children, chair, chicken) |
| | Read the words. | "Look at the words. Read them to yourself. Who would like to read them to the class? |
| | Find the parts that are alike. | "Look at the words again. What part of each word is alike? |
| | Underline the letters that make up the consonant digraph. | "Draw a line under the part that is alike in each word. ('ch') |
| | Discover that the two letters have one sound. | "When you say the word 'chair,' do you hear one sound or two sounds represented by the letters 'ch'? (one sound) (Try other words beginning with 'ch.') |
| | Make generalization. | "What can we say, then, about words that have 'ch' together in them?" |

## Hearing, Saying, Seeing, and Reading Words Beginning With "CH"

### ADDITIONAL ACTIVITIES

Listen for initial consonant digraph "ch."

- Use a tape recorder with the children.
- Let them record a sentence using one word beginning with an initial "ch" sound.
- Stress clear enunciation and pronunciation.
- Ask children to listen to the tape recording.
- Allow each child time to hear, think about, and evaluate his own spoken sentence as well as the sentences of other children.
- Ask children to recall words beginning with initial "ch" sound.

See--read--write on another day.

- Use sentences from a basic reader.
- Write sentences on the chalkboard.
- Ask children to read the sentences and to underline the correct words beginning with "ch" sound.
- Administer a short drill by writing several words with and without an initial digraph.
- Ask children to draw a line under the letters which represent a digraph.
- Encourage children to think of other words.
- Provide for individual differences.
- Ask children to use a supplementary reader; select a familiar story.
- Ask them to list words that begin with a consonant "ch."
- Ask them to page each word and underline the first two letters.
- Check papers with the children.

### EXAMPLES

Recorded Tape

"Cheep, cheep," said the little chick.

"My dog chased a rabbit."

"Cherries are good to eat."

"My chair is too big for me."

"A chipmunk is often friendly."

chased
cherries
cheep

chair
chipmunk
chick

Chalkboard

Mother laughed with the children.

George looked down Chase Street.

Charles is in the birthday chair.

children
book
train
choose
cheese
ten

New Words

check
chug
chick
cheek

Child's Paper

| John Brown | | November 14, 1966 | |
|---|---|---|---|
| chair | p. 8 | chain | p. 41 |
| chain | p. 12 | chipmunk | p. 59 |
| choose | p. 19 | chatter | p. 63 |
| cheese | p. 38 | children | p. 63 |

## Hearing, Saying, Seeing, and Reading Words Beginning With "CH"

SUGGESTIONS FOR TEACHING

---

**Teach through words.**

Teach beginning consonant digraph "ch" through words; never teach the digraph as the isolated and distorted "ch-uh."

Lead children to discover that "ch" as a consonant digraph is considered a single consonant sound.

Refer to letters "ch" together as a consonant digraph (two consonants together that make one sound).

Help children learn the function and the sound of the consonant digraph rather than placing undue emphasis on learning the term.

**Select words for use.**

Select words for auditory discrimination:

chain
chair
champion
chance
chant
charge
charm
chase
chatter
cheap
cheek
cheer
cheese
cherry
chest
chick
chicken
chief
child
children
chill
chilly
chimney
chin
chipmunk
choice
choke
choose
chop
chosen
chug
churn

Select words for visual discrimination:

chain
chair[1]
chance
charge
chatter
cheese
cherry
chief
chick
chicken[1]
child
children[1]
chimney
chin
chipmunk
chug
choose

**Enunciate speech sounds.[2]**

Help children to become aware of way in which consonant digraph is enunciated:

Sounded as "chair"
Called "sneezing" sound

**Review systematically.**

Maintain skills of seeing, hearing, saying, and reading beginning consonant digraph "ch" through regular and systematic review.

---

[1] Sight words introduced through primers and charts; include additional words for continuing development of skills, as needed.

[2] Speech in the Elementary School, op. cit.

## CONSONANT BLENDS

Consonant blends are introduced after consonant digraphs, generally during the first-reader level. Children have learned through auditory and visual experiences that two letters in a word may be combined to make one sound as shown in consonant digraphs.

### Auditory and Visual Approaches

As a sequential step, children must be led to discover that two consonants at the beginning of a word may have more than one sound. They learn that two or more letters may be "blended" together with each of the consonant sounds being heard. They learn that this combination is called a consonant blend. However, children are not held responsible for the term itself until they understand its meaning and have had many experiences in using consonant blends and in building new words.

Suggested procedures for development of consonant blends are presented on the following pages. These suggestions represent ways of strengthening skills and should be presented gradually and as needed.

## Hearing, Saying, Seeing, and Reading Words Beginning With "TR"

**MOTIVATION:**

Relate auditory and visual discrimination of consonant blend "TR" as it arises in the reading lesson to other experiences in the daily program, such as discussion concerning construction.

| CHILDREN'S LEARNINGS | DIRECTED PROCEDURES |
|---|---|
| Hear words that have same beginning sound. | "In our story today, there was a word that begins like 'trip' and 'travel.' (These are known words from chart stories.) |
| See word encountered in reading with same beginning. | "What is that word? (truck) Watch while I write 'truck' on the board. Let's say 'truck.' |
| Find other words that have same beginning sound. | "What kind of special truck are you building, Pete? (trailer)<br>"Can anyone think of another word that begins with the same sound?<br>"Fred, you said you needed something for your farm that starts with this sound. (tractor)<br>"Four people are working on something that will carry many things and many people. What is it? (train) |
| Discover how words are alike and underline them. | "Let's write the names of all these things on the board. Look at the words. Who can find the parts that are alike? Would you like to underline the letters that are alike in each word? |
| Make generalization regarding consonant blend: sound of two letters blended together, each retaining its individual sound. | "Let's read these words. What do you notice about the beginning of each of these words?<br>"Say them again. Do you hear both the 't' and the 'r'? (In a blend, each letter is heard.) What could we say about the sounds of 't' and 'r' when they are written together? |
| Find sentence in reader with word beginning with same blend. | "Let's open our books and find the word 'truck' in a sentence. Who can read a sentence with 'truck' in it?" |

## Hearing, Saying, Seeing, and Reading Words Beginning With "TR"

### ADDITIONAL ACTIVITIES

Provide several toys, such as: truck, tractor, trailer, train, car, ball, dog.

Help children learn to hear and recognize the consonant blend "tr" as the toys are named.

Give each child an opportunity to choose a toy, name it, and use a sentence naming the object. The other children listen carefully.

Encourage children to use good pronunciation and enunciation.

Use the same toys as those cited above at another time to review beginning consonant blend "tr."

Write several words on the chalkboard.

Allow children to pronounce and to mark "tr" consonant blends.

Provide sentences from a familiar story to provide children with practice in recognition of consonant blend "tr" in other words.

Ask children to write the word that best completes the sentence.

Check work with the children.

Provide sentences and word cards for practice in recognition of consonant blend "tr."

Ask children to read each sentence and place cards in pocket chart. Pronounce the word card, and then place card opposite the correct sentence.

### EXAMPLES

Display Table

0 0 0
0 0

Children's Sentences (oral)

I like to ride on a train.

The farmer uses a big tractor.

This is a little red truck.

We travel in a trailer.

Chalkboard

trash
shovel
cherry
trunk
street
trick
duck
travel

Charted or Chalkboard

The pony did a hard _______.

The ______ is long.

A ______ carries many things.

kick
trick
flash
train
truck
back

Pocket Chart or Chalkboard

| | |
|---|---|
| Bobby tried to catch the ball. | tried |
| Mother got on the train. | train |
| Always tell the truth. | truth |

## Hearing, Saying, Seeing, and Reading Words Beginning With "TR"

SUGGESTIONS FOR TEACHING

---

Teach through words.

Teach beginning consonant blend "tr" through words; never teach it as the isolated and distorted "tr-uh."

Select words for use.

Select words for auditory discrimination:

track
tractor
trade
traffic
trailer
train
tramp
trap
travel
treasure
treat
tree
tribe
tricks
tried
trip
trim
trot
trousers
truck
truly
trumpet
trunk
try

Select words for visual discrimination:[1]

trailer
train
tractor
tree
tricks
trunk
truck
try
tried

Use the term "consonant blend" with the children without holding them responsible for learning the term itself at this time.

Provide opportunities for children to attempt independent attack on words with consonant blend "tr." For example, since "not" is a known word, let children substitute "tr" sound of "truck" to make a word that rhymes with "not" and tells what a pony can do. (trot)

Enunciate speech sounds.[2]

Help children become aware of way in which speech sound is formed:

Formed by lips and teeth slightly separated; tip of tongue touching upper teeth ridge, then slightly dropping and curling back

Sounded as air escapes over tongue with tiny explosive puff for "t" sound; then continuing with slight friction for "r" sound

Review systematically.

Maintain skills of hearing, seeing, saying, and reading initial consonant blend "tr" through regular and systematic review.

---

[1] Basic vocabulary introduced in readers at this level.

[2] Speech in the Elementary School, op. cit.

## LONG VOWEL SOUNDS

Vowel sounds are important as the essential part of the pronouncing unit of words. Children have become familiar with many words that have meaning for them through reading in context and are becoming aware of vowels in these words.

### Auditory and Visual Approaches

Systematic presentation of the techniques of recognizing vowel sounds includes hearing the long vowel sounds in many words. Visual presentation is generally introduced at the second-reader level.

As an example of the presentation of vowel sounds, the long sound of "o" has been suggested. Long sounds are easier for children to recognize in the initial presentation, although not all authors of readers will agree.

At this time, it is not necessary to build understandings of other factors that contribute to the long sound of vowels, such as final silent "e" or vowel digraphs. These contributing factors are taught after children have had many experiences in learning the function of vowels and their sounds. In visual presentation, words that are part of the sight vocabulary are used and the name of the vowel is taught.

Suggested procedures for teaching long vowel sounds are presented on the following pages. These suggestions represent ways of strengthening skills and should be presented gradually and as needed.

## Hearing, Saying, Seeing, and Reading Words With Long Vowel "O"

MOTIVATION:

Relate auditory and visual discrimination of long "o" to experiences in the daily program, such as activities of class in school garden.

| | CHILDREN'S LEARNINGS | DIRECTED PROCEDURES |
|---|---|---|
| Step 1 | Hear words with long "o." | "This morning while we were working in our garden, we used many words in our discussion that were alike in some way. Listen and tell me how they are alike. (sow, grow, open, cold, row, hold, hoe) |
| | Discover how words sound alike. | "Who can tell me how these words are alike? What sound did you hear? |
| | Say the words. | "Say the words with me. |
| | Observe how lips feel in forming vowel sound. | "Did you notice how your lips made a round circle when you said these words? |
| | Discover that vowel makes the pronouncing unit of word. | "Is this sound important? Could we say these words without this sound? |
| | Find other words that have the same sound. | "What other words can you think of that have this sound? |
| Step 2 | See words on word cards or on chalkboard with long "o." | "In our reading, there was a story about construction. In it were some words that were alike. Look at these words on the board. (no, open, over) |
| | Read words, first silently, and then aloud. | "Read these words to yourself. Who will read them for us? |
| | Discover how words sound alike and look alike. | "Do these words sound alike? What part of each word is alike? Will you draw a line under the part that is alike in each word? |
| | Use words in sentences. | "Will you give me a sentence using one of these words? |
| Step 3 | See series of words: some with long "o" and some with other long vowels. | "Look at the words on the board: go, pony, tie, rode, see, make, hose. |
| | Read the words, first silently, and then aloud. | "Read these words to yourselves. Can you read them to the class? |
| | Draw a line through all the words that do not contain a long "o." | "Who can come to the board and draw a line through one of the words that does not have a long 'o' in it? Good. Who can find another?" |

## Hearing, Saying, Seeing, and Reading Words With Long Vowel "O"

ADDITIONAL ACTIVITIES

Listen for the long vowel sound "o."

- Record a lesson on tape to give children practice in listening for long vowel sounds.
- Ask children to respond by recalling as many of the long vowel sounds as they can.
- Provide practice in building new words.
- Review a story with children.
- Select a page from a story in a basic reader.
- Write three words on the chalkboard.
- Ask children to decide whether the vowel sound is long or short.
- Provide for individual differences.
- Assign other pages, and ask children to write the words that have a long vowel sound.
- Check papers with the children.
- Ask children to cross out the words in each group which do not have the same vowel sound as the underlined word opposite the group of words.
- Check and evaluate with the children.
- Instruct pupils to place the words in context again.
- Select a filmstrip or record from the audio-visual catalog.
- Ask children to listen or look for words having the long vowel sound "o."[1]

EXAMPLES

Tape Recording[1]

Fido is my dog. He can do many tricks. He likes to catch a bone, but I like him to roll over and over. Someday soon, I will let you see Fido do his tricks. You will see him open the gate and hold out his paw to shake hands. Fido and my pony are good friends.

Basic Reader

cone grow cold

Child's Paper

| | |
|---|---|
| Mary Jones | November 14, 1966 |
| p. 110 | snow, cold, rode |
| p. 112 | no, grow, go |
| p. 121 | hold, own, open |

Chalkboard[1]

| | | | |
|---|---|---|---|
| rode | home | drop | close |
| | top | hope | cold |
| cone | doll | pond | road |
| | box | rose | soap |

---

[1] Viewing and Listening Center.

## Hearing, Saying, Seeing, and Reading Words With Long Vowel "O"

### SUGGESTIONS FOR TEACHING

**Teach through words.**

Teach vowel sounds through whole words.

**Select words for use.**

Select words with long "o" sound, including words with vowel digraphs or words with long "o" due to silent final "e."

Select words for auditory discrimination.

boat
bowl
clothes
coat
cold
corner
glow
go
gold
grow
hello
hoe
hold
home
know
low
most
note
oak
open
own
pony
road
row
show
so
soap
snow
stone
stove
throw
toast
told

Select words for visual-auditory discrimination.[1]

boat
coat
cold
corner
go
gold
hello
home
know
loads
no
most
oak
old
open
pony
road
so
stone
stove
throw

Help children recognize the long sound of "o" in order to avoid short sound, as in dog, doll, hot, and the diphthongs, as in boy, boil, cow, out.

**Enunciate speech sounds.**[2]

Become aware of way vowel is formed:

Long vowel "o" is formed by lightly rounding lips with little protrusion
Sounded as in go, pony, obey

**Review systematically.**

Maintain skills of hearing, seeing, saying, and reading words with long vowel "o" through regular and systematic review.

---

[1] Basic vocabulary introduced in readers at this level.

[2] Speech in the Elementary School, op. cit.

## VOWEL DIGRAPHS

After many experiences with long vowels, children are led to discover that two vowels together may be recognized as vowel digraphs. Vowel digraphs are generally introduced at the second-reader level.

### Auditory and Visual Approaches

Children learn the general rule that the first vowel usually has a long sound, and the second vowel is silent in vowel digraphs. However, with additional experiences in analyzing words, it will become apparent that there are many variations. These variations include the following: first vowel is silent, second vowel is long, as in "chief"; two vowels together, neither is long, as in "eight"; and vowel digraphs affected by letter "r," as in "chair."

Because of the few occasions in which vowel trigraphs are encountered (three vowels together, as in "beautiful"), learning to identify trigraphs is not considered vital to children's reading.

Suggested procedures for teaching vowel digraphs are presented on the following pages. These suggestions represent ways of strengthening skills, and should be presented gradually, as needed.

## Hearing, Saying, Seeing, and Reading Words With "OA"

MOTIVATION:

Relate vowel digraph "oa" in new words read in basic reader to words encountered in the daily program.

| CHILDREN'S LEARNINGS | DIRECTED PROCEDURES |
|---|---|
| Hear word with consonant digraph. | "Would you close your books carefully, please? Keep your place. While we were reading our story, many of you asked for help with the word 'road.' |
| See word on chalkboard. | "Watch while I write 'road' on the board. Can you make a sentence using the word 'road'? |
| Find other words that have same consonant digraph sound. | "Can anyone think of another word that sounds like 'road'? Do you remember what Tom brought for our terrarium this morning? (toad) What about the book we read yesterday? What did the lion do? (roar) |
| Underline parts that are alike. | "Let's write some of these words on the board. Who can find the part in each word that is alike? Will you underline the two letters that are alike? |
| Read words aloud to discover sound. | "Let's say the words. Which vowel do you hear? (o) Do you hear the 'a'? |
| Make generalization about vowel digraphs: generally, the first vowel is long, and the second vowel is silent. | "What can we say about words when 'o' and 'a' are together? (When 'o' and 'a' are together, the word has the vowel sound of long 'o.') |
| | "When we see these two vowels together, we call their combined sound a 'vowel digraph.' |
| Find word in sentences. | "Let's open our books and find a sentence using the word 'road.' Who can read the sentence?" |

## Hearing, Saying, Seeing, and Reading Words With "OA"

**ADDITIONAL ACTIVITIES**

Listening for vowel digraph "oa."

- Recall Mary's new red coat.
- Ask children to think of new words that rhyme with coat.
- Present pictures of objects, and ask children to hear and pronounce their names.
- Ask children to choose the names of the picture objects with an "oa" sound.
- Use a familiar spelling list.
- Present a known word.
- Build new words from the known word by substituting beginning consonants.
- Write words on chalkboard.
- Ask children to pronounce them.
- Prepare a crossword puzzle for the children:

ACROSS

It __1__ goes in the water and rhymes with "coat."

To go outside, you will walk out a __3__.

Put your paper __5__ the table.

A __6__ is an animal whose name rhymes with "float."

DOWN

Dogs do a lot of __1__.

A __2__ can hop and rhymes with "load."

Trucks travel on a __4__.

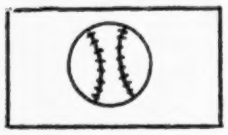
I go __7__ school.

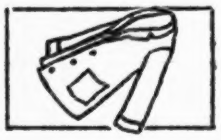
- Ask children to list words having vowel digraph "oa."

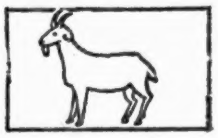
**EXAMPLES**

Chalkboard

boat goat road







Chalkboard

| Spelling Words | | New Words |
|---|---|---|
| coat | - - - - - - - - - - | goat |
| look | - - - - - - - - - - | cook |
| cry | - - - - - - - - - - | dry |
| road | - - - - - - - - - - | load |

Chalkboard or Duplicated

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| $^{1}$b | o | a | $^{2}$t | ▨ | ▨ | ▨ | ▨ |
| a | ▨ | ▨ | o | ▨ | ▨ | ▨ | ▨ |
| r | ▨ | ▨ | a | ▨ | ▨ | ▨ | ▨ |
| k | ▨ | ▨ | $^{3}$d | o | o | $^{4}$r | ▨ |
| i | ▨ | ▨ | ▨ | ▨ | ▨ | $^{5}$o | n |
| n | ▨ | ▨ | ▨ | ▨ | ▨ | a | ▨ |
| $^{6}$g | o | a | $^{7}$t | ▨ | ▨ | d | ▨ |
| ▨ | ▨ | ▨ | o | ▨ | ▨ | ▨ | ▨ |

toad goat

load boat

## Hearing, Saying, Seeing, and Reading Words With "OA"

### SUGGESTIONS FOR TEACHING

**Teach through words.**

Teach vowel digraphs so that children are able to recognize double vowels in many words.

**Select words for use.**

Use single-syllable words initially.

Accept words given by children during auditory discrimination that have sound of "oa," such as long "o," as in "note." The main concern during auditory discrimination is with sounds of words.

boat
boast
coat
cloak
float
goat
groan
loads
moan
oak
oat
road
roar
roast
soak
soap
toast

Select for visual-auditory discrimination words from sight vocabulary, charts, or individual stories.[1]

boat
coat
goat
goats
loads
oak
road
roar

Provide opportunities for children to attempt independent attack on words with vowel digraph "oa" other than those which are known and sight words. For example, "boat" is a known word. Let children substitute the "c" of "can" to a word rhyming with "boat," and find the name of something to wear, such as "coat."

Use the term vowel digraph with the children without holding them responsible for learning the term itself at this time.

**Enunciate speech sounds.[2]**

Become aware of way in which speech sound is formed:
- Pure vowels and pure vowel sounds, such as vowel digraph "oa," are made with a single mouth and tongue position
- Lips are founded and the middle of the tongue is slightly raised

**Review systematically.**

Maintain skills of seeing, hearing, saying, and reading vowel digraph "oa" through regular and systematic review.

---

[1] Basic vocabulary introduced in readers at this level.

[2] Speech in the Elementary School, op. cit.

## VOWEL DIGRAPH VARIANT SOUNDS

Some vowel digraphs have variant sounds in which the usual generalization for vowel digraphs does not apply.

### Auditory and Visual Approaches

Such variations include the following: first vowel is silent, second vowel is long, as in "chief"; two vowels together, neither is long, as in "eight"; and vowel digraphs affected by the letter "r," as in "chair."

Other examples of variant sounds of vowel digraphs are the long sound and the short sound of "oo." Children learn that "oo," either long or short, has a new sound. This sound is encountered in listening, seeing, saying, and reading many words with these letters in them.

The long sound of "oo" is taught first at the second-reader level. The sequential step of teaching the short sound of "oo" is introduced at a later time. After the presentation of both long and short sounds, mixed groups may be assigned practice exercises.

Suggested procedures for teaching variant sounds of vowel digraphs are presented on the following pages. These suggestions represent ways of strengthening skills and should be presented gradually and as needed.

## Hearing, Saying, Seeing, and Reading Words With "OO"

**MOTIVATION:**

Relate auditory and visual discrimination to experiences in the daily program, such as the reading of a story which the class has enjoyed.

| CHILDREN'S LEARNINGS | DIRECTED PROCEDURES |
|---|---|
| Step 1 Recall word with "o͞o" sound. | "Remember the funny story we heard yesterday? (about Gardenia) What kind of animal is Gardenia? (goose) |
| See word on chalkboard. | "Watch while I write 'goose' on the board. There's something odd about this word. Can you tell me what it is? (double 'o') |
| Say word. Compare with long "ō." | "Say 'goose' to yourself. Do the two 'o's' sound like the 'o' in 'go'? |
| Observe how sound is formed. | "Say the word 'goose' again. Do you feel your lips almost close when you say the word? |
| Find other words of this kind. | "Can you think of other words with the double 'o' sound of 'goose'? Say the words clearly so that I can write them on the board. |
| Underline parts that are alike. | "Who would like to draw a line under the two letters that are alike in each word?" |
| SEQUENTIAL STEP (at a later time) | |
| DOUBLE VOWEL "o͝o" (Short) | |
| Step 2 See sentences on board with words containing "oo" with short sound. | "One day, we talked about some words with double 'o' in them. Today, I am going to show you some sentences that have words with a double 'o' in them but that have a different sound:<br>My mother and I like to cook dinner.<br>All children like to read stories in a book.<br>The wind shook the leaves from the trees. |
| Read sentences silently; then aloud. | "After you have read this sentence silently, will you read it to the class? |
| Find words that have the same sound. | "Which words have the same sound in these sentences? Draw a line under them. |
| Compare short o͝o with long o͞o. | "Are these sounds like the sounds in the words 'balloon' and 'goose'? |
| Find long and short sounds of double "o" in mixed word list. | "Here is another list of words. Some of these words have the long sound of double 'o,' and some have the short sound." |

## Hearing, Saying, Seeing, and Reading Words With "OO"

### ADDITIONAL ACTIVITIES

Hear the long vowel sound "o͞o."

- Read poems, jingles, or rhymes to children for enjoyment.
- Ask children to repeat a familiar verse and say all the words that have the long vowel sound "o͞o."
- Ask children to listen as you tell about something in the room.
- Let children guess what it is; then discover the words having the long vowel sound "o͞o."

Find the long vowel sound in new words.

- Write several sentences on the chalkboard that include one new word.
- Write a known word opposite each sentence.
- Ask children to read sentences, and then tell how they can read the new word by comparing it with a known word.
- Provide practice for children in recognizing the long vowel sound "o͞o."
- Ask children to choose the right word and write in the blank space to complete the sentence.
- Check work with the children.

### EXAMPLES

The Double "OO"

Cows in the pasture say "Moo-Moo,"
Roosters answer with a "Cock-a-doodle-doo."
Tugs cry "Toot-Toot," trains wail "Too-oo-oo,"
But airplanes just "Zoom-Zoom-Zoom."

Guess What It Is

We have one of these in our room.
We use it at construction time.
We keep it in a box and it rhymes with school.
What am I describing? tool

Chalkboard

| | |
|---|---|
| The baby used a spoon. | soon |
| The train has a caboose. | loose |
| The freighter has big booms. | rooms |
| Fish swim in some pools. | tools |

Charted or Chalkboard

1. It is a _______________ day.
   pool stool cool
2. Now it is _________ and time to eat.
   moon noon soon
3. The ___________ is big and white.
   loose choose goose
4. Chickens live in a _________.
   loop coop droop

## Hearing, Saying, Seeing, and Reading Words With "OO"

SUGGESTIONS FOR TEACHING

---

Teach through words.

Teach the long sound of "o͞o" and the short sound of "o͝o" through use of words.

Teach the long sound of "o͞o" before introducing specific work with the short sound to prevent confusion.

Select words for use.

Select words for long sound:

balloon[1]
bloom
boom
boots[1]
broom
choose
cool
coop
droop
fool
goose[1]
groom
loop
loose
moon
moose
pool
proof
room[1]
rooster[1]
school[1]
shoot
smooth
soon[1]
spool
spoon
stool
tool
toot
tool[1]
zoo[1]
zoom[1]

Select words for short sound:

book[1]
brook[1]
cookies[1]
cook
crooked
foot[1]
good[1]
good-by[1]
hood
hook
look[1]
nook
shook
soot
stood[1]
took[1]
wood[1]
wool

Enunciate speech sounds.[2]

Become aware of the way these vowels are formed:

Made with a single mouth and tongue position
Formed with mouth almost closed for both long and short sounds of double "oo" and with back of tongue raised

Review systematically.

Maintain skills of hearing, seeing, saying, and reading double "oo" through regular and systematic review.

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[1] Basic vocabulary introduced in readers at this level.

[2] Speech in the Elementary School, op. cit.

## WORD STRUCTURE

Structural relationships among words are important because they help children not only to recall known words but also to understand new words which they encounter in planned daily reading lessons.

### Auditory and Visual Approaches

Children learn to identify words through structural analysis when they encounter variant forms in meaningful situations and observe changes in root words. Structural variations are introduced when examples occur during the planned reading.

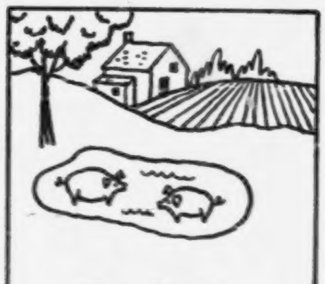
Phonic and structural analysis skills are taught concurrently in the reading program.

Suggested procedures for introducing structural variations are presented on the following pages. These suggestions represent ways of strengthening skills and are introduced gradually and as needed.

## Changing Forms of Nouns

**PLURALS:** Adding "s" and "es" to nouns

- Introduce variant forms as children encounter them in meaningful sentences during the reading time.
- Use teacher manuals and other source materials for guidance.
- Ask children to observe structural changes in root words.
- Discuss how plurals of some words are formed in other ways (when children encounter examples, such as "es").
- Provide practice (on another day).
- Have available pictures of objects and word cards from a familiar story (singular-plural).
- Let children match the pictures and word cards.
- Help children to identify root words and find words that mean more than one.



The Farm
The pigs ran
into the water.

pig - - - - - - pigs

box - - - - - - boxes

picture    cow    cows

| one | more than one |
|---|---|
| hen | hens |
| cow | cows |
| horse | horses |

**POSSESSIVES:** Using an apostrophe to show possessive singular

- Introduce words that show possession as they are encountered in meaningful reading selections.
- Lead children to discover that the apostrophe in a possessive tells that someone owns something.

Basic Reader

"Picture"

A Birthday Party
Today is Alice's birthday.
She will have a party. p. 78

Alice had a birthday party.
Alice's birthday party

**COMPOUNDS:** Seeing two words as one

- Introduce compound words as they are encountered in developmental reading.
- Help children to recognize when both are known words; identify the word when it is known.

sidewalk

fireman

airplane

## Changing Forms of Verbs

Basic Reader

> The boys laughed and laughed as Ann walked into the water.

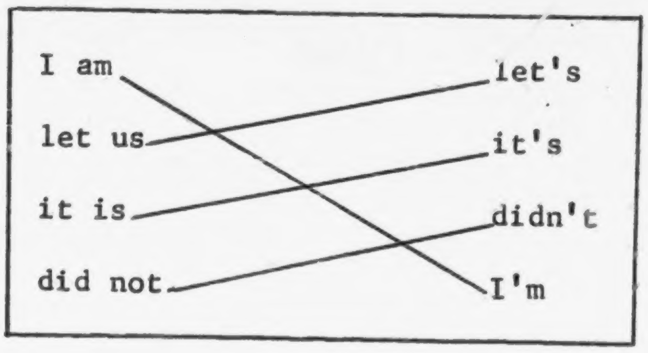
| | |
|---|---|
| laugh | laughed |
| walk | walked |
| go | going |

take
taking

run
running

cry
cries

> Ann said, "I didn't see Alice today."
>
> "Let's go put the eggs away."
>
> Father said, "It's time to go."



**INFLECTIONS:** Adding "s" - "ed" - "ing"

- Introduce inflectional endings as children encounter them in meaningful reading selections.
- Discuss with children the structural changes in the root words.
- Read teacher's manuals for information about sequential development.
- Help children to observe that:

  Some words drop final "e" before adding endings.

  Some words double the final consonant before adding an ending.

  Some words change "y" to "i" before adding an ending.

**CONTRACTIONS:** Omitting one letter and using an apostrophe

- Introduce contractions as they are encountered in context during the reading period.
- Ask children to read the sentence and say the word that is a contraction.
- Write sentences on the chalkboard.
- Encourage children to recognize, identify, and analyze contractions.
- Lead children to observe that a contraction is another way of saying two words together.
- Give children an opportunity to practice recognition of words that omit one letter and use an apostrophe in its place.

**SYLLABICATION:** Developing an awareness that the number of syllables in a word depends upon the number of vowel sounds

- Introduce syllables through auditory perception at an appropriate reading time.
- Let children discover that some words have one part, some two, and some three parts. (Word parts are called syllables.)

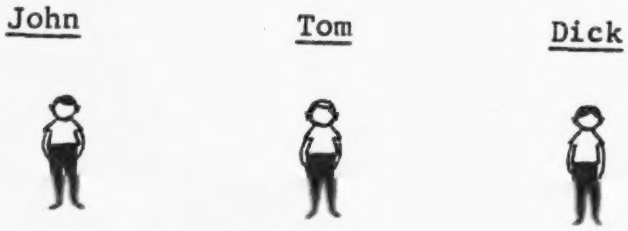
1. jump - duck - boy
2. under - over - table
3. afternoon - groceries

- Pronounce each word for the children; ask them to tell how many syllables they hear; represent each syllable by a dot.

| | | | |
|---|---|---|---|
| watch | . | mother | . . |
| rabbit | . . | picnic | . . |
| food | . | lemonade | . . . |
| potatoes | . . . | park | . |

## USE OF "ER" AND "EST" IN COMPARISON

- Help children to recognize endings that show comparison.
- Select three children of different heights.
- Write each child's name on chalkboard.



John is tall.
Tom is taller than John.
Dick is the tallest.

## USE OF "ER" AS AN AGENT

- Help children at another time to recognize "er" as an agent--as one who does something.

Susie likes to help Mother.
She is a good helper.

- Ask children what parts of the words are the same.
- Ask children to build more words, observing the changes of meanings of words.

jump - play - work
(jumper) - (player) - (worker)

## PREFIXES AND SUFFIXES

- Teach children that "a" and "be" at the beginning of a word often are syllables called prefixes.
- Ask children to observe as you write a word on the chalkboard; pronounce the word; let children discover how many syllables it has.
- Write "awake," and let children see that the word has been changed in meaning and in form.
- Let children divide words into syllables.

| | |
|---|---|
| wake | 1. syllable |
| awake | 2. syllables |
| because | behind |
| began | below |

# Prefixes and Suffixes

PREFIXES: Developing an understanding of the use of common prefixes

- Help children to recognize that a prefix is a syllable which is placed at the beginning of a root word to change its meaning.

| | | |
|---|---|---|
| un- | safe | unsafe |
| un- | lock | unlock |
| re- | turn | return |
| dis- | like | dislike |

- Analyze the meaning and the structure of words with prefixes which are encountered by children in their reading.

| | |
|---|---|
| unhappy | not happy |
| repaint | paint again |
| depress | press down |
| enlarge | make larger |

- Encourage children to observe the change in meaning when a prefix is affixed to a root word.

| | |
|---|---|
| appear | disappear |
| frost | defrost |
| correct | incorrect |

- Write on the chalkboard a number of root words which may be combined with the same prefix.

Prefix re-

| | | |
|---|---|---|
| load | write | turn |
| call | new | read |

- Provide activities in which children identify the root word within a word with a prefix.

Beside each word, write the root word

| | |
|---|---|
| disobey | obey |
| encourage | ______ |

- Help children to associate specific meanings with commonly used prefixes.

re-, "again, back" (reload)
im-, "not" (impolite)
co-, "with, jointly" (copilot)

- Develop the understanding that prefixes are sometimes used simply as common beginning syllables, without carrying a special meaning.

| | | | |
|---|---|---|---|
| a- | again | apart | ahead |
| be- | below | become | before |
| de- | destroy | delight | declare |
| con- | conclude | connect | contain |

SUFFIXES: Developing an understanding of the use of common suffixes

- Help children to recognize that a suffix is a syllable which is added to the end of a word.

| | | |
|---|---|---|
| friend | -ly | friendly |
| care | -ful | careful |
| improve | -ment | improvement |

- Develop the understanding that suffixes usually change the way in which a word is used in a sentence or the degree of meaning of a word.

| | |
|---|---|
| four | fourth |
| dark | darkness |
| fever | feverish |
| music | musical |

- Help children to recognize the meanings of commonly used suffixes.

-ward, "in the direction of" (upward)
-hood, "a state of being" (childhood)

- Provide experiences which lead children to form the generalization that final y is changed to i before the suffix -ly.

Add the suffix -ly to each word
Check the spelling of each word

| | |
|---|---|
| ready | readily |
| happy | ______ |

## PERCEIVING STRESSED AND UNSTRESSED SYLLABLES

| | | |
|---|---|---|
| . Pronounce words of two or more syllables from children's reading. | mu sic<br>gar den | be gan<br>im por tant |
| . Ask individual children to underline the accented syllable of words written on the chalkboard. | oth er<br>wood ed<br>whisk ers | sup pose<br>up on<br>be tween |
| . Provide additional practice through exercises in which children identify the accented syllable. | Underline the accented syllable<br>win ter<br>base ball | <br>e ven<br>sur prise |

## RECOGNIZING ACCENT MARKS AS GUIDES TO PRONUNCIATION

| | | |
|---|---|---|
| . Call attention to the accent marks used in glossaries and dictionaries. | pro´ gram<br>'pro gram | be lieve´<br>be 'lieve |
| . Identify a number of two-syllable words where the accent or stress is on the first syllable; on the second syllable. | 'pic ture<br>'bat ter<br>'sen tence | re 'write<br>con' cave<br>ex 'press |
| . At an appropriate level, help the children to identify the marks for primary and secondary accent or strong and medium stress. | nec´ es sar´ y<br>con´ ver sa´ tion<br>hel´ i cop´ ter | 'nec es ˌsar y<br>ˌcon ver 'sa tion<br>'hel i cop ter |

## UNDERSTANDING THE EFFECT OF LACK OF ACCENT ON UNSTRESSED SYLLABLES

| | | |
|---|---|---|
| . Lead children to realize that the stress on a syllable affects the vowel sound in that syllable. A vowel in an unaccented syllable has a weaker sound than the same vowel in an accented syllable. | be tween´<br>dē cide´<br>rē turn´ | bee´ tle<br>deep´ er<br>read´ ing |
| . Help children to recognize that the vowel is quickly passed over in rapid speech and the consonant has more sound than the vowel in unstressed syllables. | cir´ cus<br>hu´ mān<br>nick´ ēl<br>lem´ on | sup pose´<br>bē hind´<br>cōl lect´<br>rē port´ |

## DERIVING AND USING GENERALIZATIONS REGARDING ACCENTUATION

| | | |
|---|---|---|
| . Help children to recognize that the accent is on the root word, or a syllable of the root word, in words with prefixes or suffixes. | un 'safe<br>re 'write<br>im 'per fect | 'help ful<br>'use less<br>'yel low ish |
| . Guide pupils to discover that a syllable with a long vowel sound is usually accented. | si´ lent<br>pro´ gram | pa rade´<br>es cape´ |
| . Lead children to understand that the first syllable is usually stressed in words which contain two medial consonants. | chap´ ter<br>boul´ der<br>pres´ sure | tad´ pole<br>in´ stant<br>cac´ tus |

# VI. CHECK SHEETS FOR EVALUATION OF PUPIL PROGRESS

Pupil progress in each of the skills presented at each reader level may be appraised by use of the sample check sheets in this section.

The check sheets also may be used for review purposes. The teacher may utilize material of this type to evaluate progress of the entire class, of reading groups, or of individuals. However, they are designed to help the teacher identify skills that need teaching, emphasis, or reteaching, rather than to serve as tests of individual knowledge.

On the sample check sheets, each of the skills as presented on the Charts of Sequential Development of Phonic Analysis and of Structural Analysis (pages 14 and 18) is indicated at the reading level at which it is introduced.

READING AT THE PRE-PRIMER LEVEL

## Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | | ____Group | ____Group | ____Group |
|---|---|---|---|---|
| 1. Reads from left to right | | | | |
| 2. Reads from top to bottom of page | | | | |
| 3. Recognizes sequence of pages | | | | |
| 4. Recognizes selected capital and small-letter forms of letters | | | | |
| 5. Recognizes selected capital and small-letter forms of words | | | | |
| 6. Recognizes the sounds of rhyming endings | | | | |
| 7. Identifies the sounds of initial consonants | b | | | |
| | c | | | |
| | d | | | |
| | f | | | |
| | g | | | |
| | h | | | |
| | l | | | |
| | m | | | |
| | p | | | |
| | r | | | |
| | s | | | |
| | t | | | |
| | w | | | |
| 8. Identifies the sounds of final consonants | k | | | |
| | p | | | |
| | t | | | |
| 9. Shows some understanding of s added to a verb | | | | |
| 10. Shows some understanding of s added to a noun | | | | |
| 11. Recognizes vocabulary in basic pre-primer | | | | |

READING AT THE PRIMER LEVEL

## Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | | ____Group | ____Group | ____Group |
|---|---|---|---|---|
| 1. Recognizes capital and small-letter forms of letters in the alphabet | | | | |
| 2. Recognizes the sounds and forms of rhyming endings | | | | |
| 3. Identifies the sounds of initial consonants | y | | | |
| 4. Identifies the sounds and forms of initial consonants | b | | | |
| | c | | | |
| | d | | | |
| | f | | | |
| | g | | | |
| | h | | | |
| | j | | | |
| | l | | | |
| | m | | | |
| | n | | | |
| | p | | | |
| | r | | | |
| | s | | | |
| | t | | | |
| | w | | | |
| 5. Identifies the sounds of final consonants | m | | | |
| | n | | | |
| 6. Identifies the sounds and forms of final consonants | d | | | |
| | k | | | |
| | p | | | |
| | t | | | |
| 7. Identifies the sounds and forms of consonant digraphs | ch | | | |
| | th | | | |
| | wh | | | |
| 8. Recognizes inflectional endings added to verbs | s | | | |
| | ed | | | |
| 9. Recognizes s added to nouns to form plurals | | | | |
| 10. Recognizes use of 's (singular possessive with proper noun) | | | | |
| 11. Recognizes vocabulary in basic primer | | | | |

READING AT THE FIRST-READER LEVEL

## Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | | ____Group | ____Group | ____Group |
|---|---|---|---|---|
| 1. Understands the term rhyme | | | | |
| 2. Understands how to substitute or affix initial consonants or consonant blends with the same phonogram | | | | |
| 3. Recognizes the sounds and forms of additional initial consonants | k | | | |
| | v | | | |
| | y | | | |
| | z | | | |
| 4. Recognizes the sounds and forms of additional final consonants | l | | | |
| | m | | | |
| | n | | | |
| | r | | | |
| | (soft s) s | | | |
| | (z sound) s | | | |
| 5. Recognizes the consonant digraph | sh | | | |
| 6. Recognizes initial consonant blends | bl | | | |
| | br | | | |
| | dr | | | |
| | fl | | | |
| | fr | | | |
| | gr | | | |
| | pl | | | |
| | st | | | |
| | tr | | | |
| 7. Recognizes inflectional endings added to verbs | d | | | |
| | ing | | | |
| 8. Recognizes use of 's (singular possessive with common nouns) | | | | |
| 9. Recognizes parts of compound words | | | | |
| 10. Recognizes vocabulary in basic first reader | | | | |

## READING AT THE SECOND-READER LEVEL 1

### Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | | _____Group | _____Group | _____Group |
|---|---|---|---|---|
| 1. Understands how to substitute final consonants with the same phonogram | | | | |
| 2. Recognizes sounds of additional final consonants | x | | | |
| | cks | | | |
| | ll | | | |
| | ss | | | |
| 3. Recognizes sounds of additional consonant digraphs | ck | | | |
| | ng | | | |
| | voiceless th | | | |
| 4. Recognizes sounds of additional initial consonant blends | cl | | | |
| | cr | | | |
| | pr | | | |
| | sl | | | |
| | sn | | | |
| 5. Recognizes sound of medial and final consonant blends | nk | | | |
| 6. Identifies the short sound of single vowels | a | | | |
| | e | | | |
| | i | | | |
| | o | | | |
| | u | | | |
| 7. Identifies the long sound of single vowels | a | | | |
| | e | | | |
| | i | | | |
| | o | | | |
| 8. Recognizes vowel digraphs and double vowels with long vowel sound | ai | | | |
| | ay | | | |
| | ea | | | |
| | oa | | | |
| | ee | | | |
| | oo | | | |

## Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | ____Group | ____Group | ____Group |
|---|---|---|---|
| 9. Recognizes diphthong ou | | | |
| 10. Understands selected generalizations regarding inflectional forms | | | |
| 11. Recognizes selected irregular verb forms | | | |
| 12. Recognizes addition of es to certain words | | | |
| 13. Recognizes contractions, such as: let's, that's, don't, it's, isn't | | | |
| 14. Recognizes selected compound words | | | |
| 15. Identifies root words | | | |
| 16. Recognizes vocabulary in basic reader second-reader level 1 | | | |

## READING AT THE SECOND-READER LEVEL 2

### Check List of Reading Abililities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | | _____Group | _____Group | _____Group |
|---|---|---|---|---|
| 1. Identifies additional consonant sounds | soft c | | | |
| | soft g | | | |
| 2. Understands the term consonant | | | | |
| 3. Discriminates between voiced th and voiceless th | | | | |
| 4. Uses the term consonant blend | | | | |
| 5. Recognizes additional initial consonant blends | gl | | | |
| | qu | | | |
| | sc | | | |
| | sp | | | |
| | sw | | | |
| | spr | | | |
| | squ | | | |
| | str | | | |
| | thr | | | |
| 6. Recognizes additional consonant variants | silent k in kn | | | |
| | silent c in ck | | | |
| 7. Recognizes selected generalizations regarding short vowels | | | | |
| 8. Identifies the sound of long u | | | | |
| 9. Recognizes long sound of vowel formed by silent final e | | | | |
| 10. Recognizes long e sound of y | | | | |
| 11. Discriminates between long oo and short oo | | | | |
| 12. Recognizes additional diphthongs | ow | | | |
| | oi | | | |
| | oy | | | |
| 13. Recognizes sounds of vowels followed by r | | | | |
| 14. Recognizes sound of a followed by l or w | | | | |

READING AT THE SECOND-READER LEVEL 2

## Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | ____Group | ____Group | ____Group |
|---|---|---|---|
| 15. Recognizes comparison er | | | |
| 16. Recognizes change of y to i when es or ed added | | | |
| 17. Understands the term contraction | | | |
| 18. Recognizes contractions, such as I'll, I'm, didn't, don't, won't | | | |
| 19. Recognizes s' (plural possessive) | | | |
| 20. Understands the terms compound and hyphen | | | |
| 21. Recognizes selected compounds | | | |
| 22. Recognizes suffix -er | | | |
| 23. Recognizes vocabulary in basic second-reader level 2 | | | |

## READING AT THE THIRD-READER LEVEL 1

### Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | | _____Group | _____Group | _____Group |
|---|---|---|---|---|
| 1. Forms generalizations regarding | soft c<br>soft g | | | |
| 2. Recognizes additional initial consonant blends | sm | | | |
| | tw | | | |
| 3. Recognizes additional consonant variants | silent gh | | | |
| | silent w in wr | | | |
| | silent t | | | |
| | silent b in mb | | | |
| | silent l | | | |
| 4. Recognizes additional generalizations regarding short vowels | | | | |
| 5. Recognizes additional generalizations regarding long vowels | | | | |
| 6. Recognizes long i sound of final y | | | | |
| 7. Recognizes sounds of additional vowel digraphs | ew as long u<br>ew as long oo<br>ea as short e<br>ei as long e<br>ie as long e<br>ow as long o<br>a followed by u | | | |
| 8. Recognizes similarity of sounds of er, ir, and ur | | | | |
| 9. Recognizes similarity of sound of a followed by l, u, or w | | | | |
| 10. Recognizes comparisons er and est; change of y to i before er or est | | | | |
| 11. Distinguishes between possessive forms and contractions | | | | |
| 12. Recognizes contractions, such as I'd, I've, you'll, he'll, she's | | | | |

READING AT THE THIRD-READER LEVEL 1

## Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | _____Group | _____Group | _____Group |
|---|---|---|---|
| 13. Recognizes compound words ending in self | | | |
| 14. Recognizes hyphenated descriptive words | | | |
| 15. Understands terms suffix and root word | | | |
| 16. Recognizes suffix -ly | | | |
| 17. Recognizes prefix -un | | | |
| 18. Understands the term syllable | | | |
| 19. Understands generalizations regarding syllabication | | | |
| 20. Recognizes vocabulary in basic third-reader level 1 | | | |

READING AT THE THIRD-READER LEVEL 2

## Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | ____Group | ____Group | ____Group |
|---|---|---|---|
| 1. Recognizes phonograms in polysyllabic words | | | |
| 2. Recognizes final consonants in unstressed syllables | | | |
| l | | | |
| n | | | |
| r | | | |
| 3. Discriminates between voiced s and voiceless s | | | |
| 4. Recognizes silent g in gn | | | |
| 5. Recognizes that vowel digraph ei followed by gh usually has the long a sound | | | |
| 6. Recognizes variant sound of a followed by re, as in care | | | |
| 7. Recognizes similarity of sounds of unstressed ar, er, ir, or, ur | | | |
| 8. Identifies vowel sounds in unstressed syllables | | | |
| 9. Recognizes change of f or fe to v before es | | | |
| 10. Recognizes verbs which add en or n to change tense | | | |
| 11. Recognizes change of y to i before ly | | | |
| 12. Recognizes omission of more than one letter in contractions | | | |
| 13. Recognizes contractions, such as we've, they're, there's, you'd, wouldn't | | | |
| 14. Recognizes additional compound words | | | |
| 15. Recognizes suffixes, such as -ful, -less, -y, -en | | | |
| 16. Understands the term prefix | | | |

## READING AT THE THIRD-READER LEVEL 2

### Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | ____Group | ____Group | ____Group |
|---|---|---|---|
| 17. Recognizes prefixes *a-* and *be-* | | | |
| 18. Understands the terms *open syllable* and *closed syllable* | | | |
| 19. Understands additional generalizations regarding syllabication | | | |
| 20. Identifies accented syllables | | | |
| 21. Recognizes symbols and placement of common accent marks | | | |
| 22. Recognizes vocabulary in basic third-reader level 2 | | | |

READING AT THE FOURTH-READER LEVEL

## Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | ____Group | ____Group | ____Group |
|---|---|---|---|
| 1. Recognizes variant sounds of consonant digraphs ch | | | |
| ph | | | |
| 2. Recognizes additional consonant variant sounds<br>variant sounds of gh | | | |
| sound of ph as f | | | |
| sound of dge as j | | | |
| silent c in sc | | | |
| variant sounds of ch | | | |
| 3. Recognizes that a vowel in the medial position in a syllable is usually short | | | |
| 4. Understands the term vowel digraph | | | |
| 5. Recognizes vowel digraphs affected by r | | | |
| 6. Understands the term diphthong | | | |
| 7. Discriminates between vowels that are short, long, and influenced by r | | | |
| 8. Recognizes selected diacritical marks and phonetic respelling | | | |
| 9. Recognizes additional irregular verb forms | | | |
| 10. Understands generalizations regarding inflectional forms | | | |
| 11. Recognizes contractions and possessives | | | |
| 12. Recognizes additional compound words | | | |
| 13. Recognizes suffixes, such as -ment, -th, -ish, -ness | | | |
| 14. Recognizes prefixes, such as re-, dis-, de-, im-, in-, ex-, con- | | | |
| 15. Understands additional generalizations regarding syllabication | | | |
| 16. Understands generalizations regarding accentuation | | | |
| 17. Recognizes vocabulary in basic fourth reader | | | |

## READING AT THE FIFTH-READER LEVEL

### Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | _____Group | _____Group | _____Group |
|---|---|---|---|
| 1. Recognizes that qu may have the k sound | | | |
| 2. Identifies the silent letter in double consonants | | | |
| 3. Recognizes the sound of ligatured tu | | | |
| 4. Recognizes that vowels in-unaccented syllables do not receive their full sound | | | |
| 5. Recognizes additional diacritical marks and phonetic respelling | | | |
| 6. Recognizes additional generalizations regarding inflectional forms | | | |
| 7. Recognizes irregular plural forms | | | |
| 8. Distinguishes between compound words suffixes, and inflectional endings | | | |
| 9. Recognizes additional compound words | | | |
| 10. Recognizes additional suffixes, such as -or, -al, -ous, -ward, -ship, -ist, -hood, -dom, -ling | | | |
| 11. Recognizes additional prefixes, such as non-, tele-, anti-, fore-, en- | | | |
| 12. Recognizes that ck and x usually go with the preceding vowel and end the syllable | | | |
| 13. Recognizes symbols and placement of common accent marks for strong and medium stress | | | |
| 14. Understands generalizations regarding accentuation | | | |
| 15. Recognizes vocabulary in basic fifth reader | | | |

## READING AT THE SIXTH-READER LEVEL

### Check List of Reading Abilities

| SKILLS AND ABILITIES TAUGHT AND EVALUATED | _____Group | _____Group | _____Group |
|---|---|---|---|
| 1. Recognizes additional consonant variants<br>sh sound of c | | | |
| silent n in mn | | | |
| 2. Uses diacritical marks and phonetic respelling in pronouncing words | | | |
| 3. Identifies ed pronounced as t | | | |
| 4. Understands the use of foreign roots, such as photo, tele, liber, nave, port, scribe | | | |
| 5. Recognizes additional compound words | | | |
| 6. Recognizes additional suffixes, such as -able, -ion, -ic, -ical, -age, -ive, -ary, -some, -ance, -ant, -let | | | |
| 7. Recognizes that suffixes may change parts of speech | | | |
| 8. Recognizes additional prefixes, such as co-, inter-, trans-, mis-, post-, pre-, bi-, semi-, sub- | | | |
| 9. Applies generalizations regarding syllabication | | | |
| 10. Recognizes the effect of shifting accent | | | |
| 11. Applies generalizations regarding accentuation | | | |
| 12. Recognizes vocabulary in basic sixth reader | | | |

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